

Follow the Leader: The Cascading Effect of Supervisory Ethical Leadership
Behavior on Employee Work Outcomes: Action Research in an Academic
Setting.

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Abstract

In recent times, ethics has proven to be a prominent topic of discussion in contemporary business operations. The subject of ethical leadership continues to make headlines worldwide. The Bahamas like many countries is not exempt from its share of ethical indiscretions. This action research study was built on existing literature such as Brown et al (2005) and Ruiz et al (2011) and provides new insight into the effects of ethical leadership with specific emphasis on supervisor ethical leadership (SEL) and its impact on employee work outcomes within the College of The Bahamas. The research culminated with the creation of actionable knowledge through the design of an ethics training course that originated from the knowledge and input of a focus group discussion among members of the College of The Bahamas

In addressing ethics within the College of The Bahamas and to demonstrate the importance of supervisor ethics and its impact on worker outcomes, the researcher employed a phenomenological research methodology to hear from the multiple voices of employees within the institution. He utilized data from a focus group chosen from among workers at the college to help to shed light on the impact of ethics within the institution. To establish methodological rigor the researcher used a survey instrument to gather data from workers in corporate Bahamas and later gathered data from among 30 workers at the college. He then conducted regression analysis to analyze information regarding the impact of ethics on worker outcomes. He later used the results from both surveys which revealed that SEL positively impacted worker outcomes in the corporate arena and in COB to spark discussions among the focus group comprised of 5 faculty members of the college. He utilized thematic analysis to evaluate and interpret the data based on the lived experience of the focus group members.

The following themes emanated from the focus group discussion, (a) supervisors as ethical leaders, (b) lack of ethical awareness among employees, (c) absence of a code of ethics, (d) the role of trust, (e) SEL affects employee outcomes and (f) the need for ethics training. The discussion from the focus group revealed that there was an inherent lack of ethical awareness among members at the college and that ethics training was needed to build alertness and trust among workers and that supervisor ethics influence worker outcomes. The results of the focus group discussion then led to the creation and implementation of an ethics course for workers at the college.

In summary, the results from this study have implications for the College of The Bahamas as it revealed that ethics was not a given among educators but should be prioritized and reemphasized as means of maintaining a good moral environment. This study was important because it represented a first of its kind in the College of The Bahamas where employees were given an opportunity to provide empirical data regarding the ethical conduct of their leaders. The findings have crucial implications for leaders in the college in that they have a responsibility to make ethics an ongoing conversation. With the introduction of the new ethics course, supervisors can now be made aware of the impact of their actions on those whom they lead, and employees now have sound knowledge on the ethical direction of the college. Furthermore, this represents the beginning of a deeper conversation that will culminate in designing a formal code of ethics for the College of The Bahamas, using inputs from members within the institution.

Keywords

- Ethical Leadership
- Supervisor Ethical Leadership
- Employee Motivation
- Employee Commitment
- Job Performance

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List of Abbreviations

CEO	Chief Executive Officer
COB	College of The Bahamas
DBA	Doctor of Business Administration
EAC	Employee Affective Commitment
EdD	Doctor of Education
EJP	Employee Job Performance
EJM	Employee Job Motivation
EEL	Executive Ethical Leadership
FGD	Focus Group Discussion
FGM	Focus Group Member
HOD	Head of Department
MBA	Master of Business Administration
PDP	Personal Development Plan
PhD	Doctor of Philosophy
SDB	Social Desirability Bias
SEL	Supervisor Ethical Leadership
SPSS	Statistical Package for the Social Sciences
TMEL	Top Manager Ethical Leadership

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Dedication

With tears in my eyes and my heart swollen with pride I would like to dedicate this thesis to the memory of my mother the late Evelyn Veronica Davis and my sister Judith Andrea Brown-Sherman who have passed on to a place of rest. You both were my biggest fans, your support and belief in my abilities have helped me to venture this far in realizing my childhood dream of earning a doctorate degree. Also, to my 13 years old son, Thomas, who constantly reminds me that he is going to excel far beyond my accomplishments, I would like to say thanks for reminding me to give my best. Finally, my wife Keshelle who continues to encourage me when the road gets tough and I am at the point of breaking always reminds me to “trust the process”.

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Finally, to my doctoral supervisors at the University of Liverpool, Dr. Jim Hanly and Dr. Hammad Akbar who have provided guidance and critical assessment of my work. The relationship was one of professional integrity which has given me a dynamic learning experience that I will take with me when I venture into guiding other students as they complete their thesis. The three of us made an effective team and I can sincerely assert that I have gained a wonderful experience that will help me to further develop my career as a scholarly practitioner.

Author's Affirmation

“As the principal researcher, I Glenville Arlington Davis solemnly affirm that this thesis represents authentic work produced by me and have not been submitted previously in another institution, including the University of Liverpool and the College of The Bahamas. My Doctoral supervisors Dr. Jim Hanly and Dr. Hammad Akbar served in the capacity as guides and referees, according to the requirements stipulated by the University of Liverpool. However, the entire document was written by me and all sources were properly cited, and references appended in cases where I have alluded to the work of others.”

Problem Statement

The critical issue of ethical leadership cannot be overemphasized within the workplace. When it comes to ethics within my workplace, it appears that ethics is discussed as a reaction to misconduct by employees or students. Within the researcher's place of employment, College of The Bahamas (COB), the researcher observed that more awareness is needed when it comes to discussing ethics and making employees accountable for their behavior. The discussion of ethics should not only be emphasized when students cheat or plagiarize or when faculty conduct research. There should be ongoing discussions by leaders to foster an environment of continuous awareness and critical reflection on ethical decision-making and the ramifications of ethical misconduct. It was also important to show how the effect of leaders, namely supervisors in the College of The Bahamas, impact the outcomes of their employees as leaders play a key role in advancing the goals and values of the institution. Hence, the researcher posed the following research questions that have aided in addressing the problem of lack of ethical awareness in his workplace and the impact on work outcomes:

1. Does supervisor ethical leadership (SEL) affect worker outcomes at the College of The Bahamas?
2. What can be done to improve SEL within the College of The Bahamas?

The College of The Bahamas perhaps does not emphasize the need for ethical leadership because the business case for this concept is not clear and has not brought any immediate tangible benefits to the organization in terms of enhancing employees' behaviors and organization performance. While ethics was expected in terms of students' conduct and faculty research, it was not emphasized in the college's vision, mission and strategic goals. Hence, the implication was

that ethics was a reaction to an occurrence rather than proactively incorporating ethics in the fiber of the institution.

Further, ethical leadership is a higher-level concept that cannot be taught in isolation but must also be demonstrated. The researcher recognized that there was a need to hear from employees within the organization to learn more about their perspective on supervisor ethics and its impact on worker outcomes. It was for this reason that the researcher opted to conduct an action research study using focus group discussion and thematic analysis to give a disaggregated understanding as to how others regard the importance of ethical leadership and further amass data to advance the discussion in his workplace. The researcher employed action research to further assist leaders and workers to critically reflect on the issue of ethics and question their inherent values which often lead to the creation of the problem. According to Revans as cited in Pedler (2008), we are a part of the problem and as such employees play a critical role in helping to solve problems within their organization. Moreover, the author recognized the value of ethical leadership and the possible impact it may have on worker outcomes in the College of The Bahamas considering the absence of ongoing discussions regarding the subject. The next section gives a concise view of the context surrounding the discussion of ethical leadership in the workplace, namely, College of The Bahamas.

Chapter 1: Introduction

1.1 Context

Over the past three decades the paradigm of ethics has become a major focus for many organizations because of the series of scandals that have plagued the financial services industry. Leaders were faced with multiple cases of criminal and ethical misconduct that has led to some organizations failing (Enron, WorldCom) and executives facing criminal charges. Abuse of power and trust led to increased public awareness and demand for improved ethical standards in business. There was also much debate among business schools and universities regarding plagiarism and other forms of academic dishonesty which to some extent have not been heavily researched according to Haenicke (2000). The focus has now been switched from profit making to inculcate an atmosphere or culture that regard standards of ethics as paramount for leadership and decision making among all employees, at every level of the organizational hierarchy. Furthermore, companies are amalgamating their efforts to work closely together to design and establish standards of acceptable behaviors to advance the concept of ethics in business (Ferrell, Fraedrich and Ferrell, 2013 p.8-17).

This section entails a brief overview of the College of The Bahamas, commonly referred to as COB. The College of The Bahamas is the premier tertiary educational institution in The Bahamas with two main campuses, one in New Providence and Grand Bahamas along with satellite campuses on four other islands. It was created by an act of parliament in 1975. The college started as a two-year institution offering a variety of associate of art degrees with the School of Business being one of the first schools to be formed. In 1995, the college after years of

restructuring was given the approval by the government of The Bahamas to offer four-year degree programs. This resulted in numerous persons earning bachelor's degree in business, education, and nursing, to name a few. The college also offers a Master of Business Administration (MBA) along with other master's degree programs in conjunction with other universities. The College of The Bahamas has been in the process of transitioning to a university since 2005 and was expected to complete the process before January 2017.

The College of The Bahamas plays a critical role in influencing workforce behaviors as many students who graduated from the college are employed in various industries in the Bahamas. The level of ethical conduct among faculty and staff within the college can help to shape the behavior of those who attend the College of The Bahamas. Ethical leadership is a critical component of today's business environment; however, the phenomenon does not seem to be a vital area of emphasis for those within the college's leadership team. Hence, for the researcher it was important to hear from those voices within the college as to their views on ethics and the impact that first level leaders have on worker outcomes in the institution. The information gathered was used to tell a contextual story of how supervisor ethics affect employees within COB. It is not unusual to have supervisors who may from time to time have some influence on the behavior of their workers. Furthermore, it was important for the researcher to examine the ethicality of supervisors and how they impacted workers in the education setting.

The researcher has examined how ethics was viewed in the College of The Bahamas and emphasized the impact ethics had on worker outcomes and concluded by using action research to gather information. The essence of such information was later used to provide actionable knowledge for the researcher's place of employment. The next section will provide succinct discussion regarding the rationale for conducting this study.

1.2 Rationale for the Study

The rationale for choosing to study the impact of ethical leadership on employee job outcomes in a Bahamian context was primarily due to the current surge of ethical misconduct on the part of local leaders and its impact on organizations such as the College of The Bahamas (Dames, 2014, Davis, 2016 and Jones, 2016). The justification of the study was to assess the phenomena of ethics and its impact on employee work outcomes in the College of The Bahamas. The aim was to know more about SEL in COB and what employees encounter based on their lived experience.

The *Nassau Guardian* reported that several issues continued to surface regarding ethical leadership in the country which included Chief Executive Officers of financial institutions making questionable decisions. In addition, there were political leaders endorsing contracts that exposed them to potential conflicts of interest (Dames, 2014). More recently, there was a report in the media where 10 million dollars have been reported missing at the Road Traffic Department (Jones, 2016). Yet another incident involved a former employee of the Bahamas Electricity Corporation was convicted for accepting large sums of money to use his influence to ensure that a French contractor received top priority while he was employed at the corporation (Davis, 2016). These incidents and others have created an atmosphere of doubt as to the trustworthiness of some leaders in the current environment based on the evidence provided in both Jones, 2016 and Davis, 2016.

The study of ethical leadership became real for the researcher when there was an incident involving an employee of the College of The Bahamas who was charged with stealing over \$700,000 by reason of her employment (Bethell, 2016). The incident was publicized in the local media, however, among the College of The Bahamas employees, discussion on the subject was either nonexistent or done with much caution. This caused the researcher to reflect further on ethics

in his establishment and whether it was common place or taboo to talk about ethical misdemeanors within the institution. Several critical questions arose for the researcher and many others such as, what role did the supervisor play? It was questionable as to whether the employee could have defrauded the company over an extended period and the supervisor was not aware. Was there poor management of this situation on the part of the supervisor? Also, to what extent was the supervisor held accountable for this gross ethical misconduct? These crucial concerns prompted the researcher to gear his study in the direction of supervisor ethics and its possible impact on employee outcomes within the College of The Bahamas.

The problem was important to me as a college professor in that it created an opportunity for me to use my platform as a scholar and practitioner to employ research and deliberate actions to explore and educate those within my workplace as to the effect of ethical leadership on employee outcomes. Next, I will outline the purpose of this study and demonstrate its viability not only for the researcher but for those in positions of authority at the college and those who must submit to such authority.

1.3 Purpose

According to Pedler (2008), tackling workplace issues requires first identifying the problem, and then taking action in light of gaining new insight through dialogue and participation of organizational members. The purpose of this research was to explore the phenomenon of supervisor ethical leadership and its impact on employee work outcomes at the College of The Bahamas by gathering empirical evidence using employee voice to shed light on the subject and create practical solutions. In addition, the goal was to use action research to delve deeper into the impact of ethics within the college and use the voice of those experiencing the phenomenon to produce realistic solutions. The study employed focus group discussion as a research design to

create and interpret data in a contextual setting while at the same time contributing to the existing body of knowledge in the discipline of management science. The study was completed by gathering empirical data using a focus group then employed thematic analysis to make sense of the data. The researcher first administered questionnaires on ethics using companies in corporate Bahamas and later COB to gather data. He then analyzed the data and the results from the survey were given to a focus group to find deeper meaning.

The concept of ethical leadership has been gaining much attention since the early 1990's, however little has been done to address this matter in business schools in The Bahamas (Davis, 2014). Therefore, the decision was made to examine the behaviors of those in the college community who teach business students and prepare them for the corporate world. In conjunction with the purpose of the study, I discussed the significance of conducting research in ethical leadership. Consequently, the results of this study have significance not only for COB but also for its stakeholders, the wider business arena and communities.

1.4 Significance

This study was significant to the College of The Bahamas and the primary researcher. The research addressed a workplace problem and relevant solution. This was significant as ethics presents a continuous challenge in the business environment. Ethical leadership is the subject of ongoing discussion for many businesses; however, few if any studies on this topic have been conducted in the context of the Bahamas. This research addressed this gap and presents opportunities for future studies. In fact, Davis (2014) alluded to research in the Caribbean as lagging in comparison to United States of America, China and Europe. To substantiate this claim she produced the following data; The Bahamas ranked 295 in the world with only 258 published articles in contrast to the USA with seven million and China three million. Among the 258 articles

published, there is none written on ethical leadership. This work has laid the foundation for the researcher and others to build on in the future, as it relates to ethical leadership within College of The Bahamas.

It was suitable to study an academic context as little to no work has been done in this area within The Bahamas and there was limited to no empirical evidence in business research on which to make decisions. Very little is known about the relationship that exists among leaders and workers in business schools and as such the College of The Bahamas presented a prime opportunity to engage the discussion. There was no comprehensive understanding of the impact of ethical leadership on employee job outcomes such as motivation, commitment and performance for the college. Furthermore, there is no evidence to suggest that the ethics among leaders and subordinates within the institution has any impact on these outcomes. Hence, the goal was to use action research to provide empirical data and contextual knowledge to justify why ethical leadership is important to employee work outcomes at the college. While this knowledge may not be generalizable it can represent the beginning of an ongoing discussion for the college and perhaps other academic institutions.

The researcher has offered an evidence-based solution to his workplace problem that can help the college to improve in the area of ethical leadership by building stronger awareness of the impact of ethical decision making. This marked a vital piece of work for the institution in the field of management studies. In the school of business, there are currently two persons with a PhD, one with an EdD and one with a DBA. This will be the second contribution from a DBA scholar for the school of business. The execution of this action research thesis was also significant to the college community in that the work will be added to the Journal of Bahamian Studies archived at the college.

In conducting this study, the researcher has added to the body of work conducted by other researchers outside of The Bahamas such as Brown et al (2005). This work was also valuable to the researcher as this is the second piece of work conducted by the researcher and will help to contribute to the literature on management studies conducted in an academic context. This work also opens the door for other business school professors in The Bahamas to build on or maybe to replicate in their institutions to see if they arrive at similar results, and also to use the action research methodology to solve their organizational problems.

While several authors such as Brown et al (2005), Resick et al, (2006) and Walumbwa et al (2011) have addressed ethics and leadership they have focused on the corporate arena and not the education sector. The context of this study has provided empirical data on ethical leadership and its influence in the educational arena, namely at the tertiary level. As this was the first study of its kind in The Bahamas, the researcher wanted to promote ethical leadership by examining the College of The Bahamas employees to provide contextual knowledge, and not generalizable knowledge.

The researcher focused on employees within his workplace and used supervisory ethical leadership (SEL) as opposed to executive ethical leadership (EEL) or top management ethical leadership (TMEL) due to the closeness of the relationship between the supervisors and the employees. Hence, the paper explored the impact of supervisor ethical leadership on employee work outcomes which include motivation, commitment and performance.

The researcher explored the phenomenon of ethical leadership in the context of a college setting. He also explored the beliefs and opinions of those working in the college and at the same time created practical solutions. As noted by Haenicke (2000) it is common place for academics to lecture others about ethics but there is little evidence to suggest that these same academics take

the time to lecture their own in this regard. The next section reviewed the extant literature on ethical leadership and its impact on worker outcomes. By exploring the literature, the researcher has shown multiple views on the subject, both supporting and opposing, to adequately expose the phenomenon and create a well-balanced narrative.

Chapter 2: Literature Review

2.1 The Need for Ethical Leadership

Ethical leadership has been defined as “the demonstration of normative appropriate conduct through personal actions, interpersonal relation and promotion of such conduct to followers through communication, reinforcement and decision making” (Brown, Trevino and Harris, 2005). Daft (2015) defines ethical leadership as the ability of a leader to demonstrate honesty and integrity to build a trusting and productive relationship with followers, customers, shareholders and the public. Ferrell, Fraedrich and Ferrell (2013) asserted that ethical leadership involves demonstrating strong personal character that enables the leaders to do the right thing by considering the stakeholders’ interests and the organizational values. These definitions emphasize the leader’s personal conduct, the effect on followers and organizational stakeholders. Therefore, this created an opportunity to examine the leader’s conduct in relation to the overall effect they have on followers’ outcome (Ruiz et al, 2011). To accomplish this, employee voice was used to better gauge the impact of such outcomes. According to Ruiz et al (2011), the persons who work directly with these leaders are better able to attest to the attributes that are displayed by leaders and how the leader’s behavior helps to impact their work outcomes. Furthermore, Mayer et al (2010) examined the link between ethical leadership and employee conduct and found that leaders who possess strong moral values tend to have a positive impact on their follower’s behavior. This was important because managers who are ethical often communicate their values to employees thereby encouraging them to produce positive results.

A review of the literature on ethical leadership showed that the phenomenon has been tested using several measurements. However, Brown et al (2005) was prominent in that it formed

the basis of several studies in the arena of ethical leadership (see Table 1). From the table, it was evident that of the top 20 articles¹ searched, 70% of them used Brown et al (2005) as the referent point for forming the theoretical foundation for ethical leadership. The work of Brown et al (2005) and that of Ruiz et al (2011) are a few of the literature that helped to gauge the thinking and action of the primary researcher in that these authors examined SEL in multiple organizations to determine its impact on employee outcomes. They used the notion of employee voice to gather data on supervisors to later produce empirical evidence. This has helped to shape the primary researcher's thinking that employees should be involved in the data gathering at COB as they are the ones who work closely with supervisors on a continuous basis and should also play an active role in the crafting of the solution as they form a part of the problem (Pedler, 2008).

Ethical leadership within the College of The Bahamas was worth investigating due to notable instances of unethical behavior within the institution. More specifically as it relates to the impact of supervisors' behavior in the workplace greater effort is needed in using action research to aid in solving the organization's problems. Moreover, as the college moved towards earning university status, the need for greater emphasis and reliance on ethical principles should become more evident as it seeks international accreditation. The impact of ethics in the college was critical to its success, also using evidence-based research assisted in addressing the lack of dialogue regarding ethical practices and the consequences for employees. One of the driving forces behind this study was a prominent incident involving an employee of the College of The Bahamas who misappropriated over \$700,000 by reason of her employment and was the subject of much discussion in the local media. However, this discussion did not take place within the college. This coupled with the lack of awareness regarding ethical leadership and its impact on the institution

¹ The articles were selected from a search among the top journals on ethics. Multiple searches revealed that these articles and authors were repeated when the words ethical leadership was typed in.

made it feasible for the researcher to conduct inquiry into the extent to which leaders within the College of The Bahamas affect worker outcomes. Incidents such as these should be used as an opportunity to foster open discussions and can sometimes be used as case studies for other employees to gain experiential learning.

Moreover, a body of evidence has demonstrated that supervisory ethical leadership helped to influence employee conduct but very little has been said about the behavior of employees in a small island nation such as the Bahamas. There was also no evidence to show how the behavior of supervisors in academia impact those whom they lead. There were several studies conducted in North America, Asia, Europe and Australia (Brown et al 2005, Liu et al, 2013 and Eisenbeiss et al, 2015) but to date there is limited evidence to support a body of work that can be attributed to investigators in the Caribbean region including The Bahamas. Most of the work carried out on ethical leadership was conducted in financial institutions in more developed nations and regions. Of the top 50 articles published about ethical leadership in the last 20 years (including those in table 1) there was not a single study addressing ethical leadership in academia. Also, within the realm of ethical leadership in The Bahamas, there has been no distinct study that can be used as a point of reference. This study while not generalizable to all institutions in The Bahamas, can provide data for the college and presents an opportunity for other institutions to adopt the methodology and see the results of conducting such inquiry. The focus of the researcher however, was to engage in didactic dialogue and at the same time providing a solution to the workplace-based problem of insufficient ethical awareness within the College of The Bahamas.

In summation, this study on the effects of supervisory ethical leadership on employee work outcomes will contribute to the body of knowledge by focusing on workers in the academic field, namely College of The Bahamas with a view of providing actionable knowledge for the college.

To begin this discussion, the following section will start with the notion of morality and the role it plays in shaping leaders' ethical conduct.

2.2. The Moral Person and the Moral Manager

In explaining the concept of ethical leadership, Brown et al (2005) discussed the ideology of the moral person and the moral manager. Firstly, an emphasis was placed on the moral person or the moral individual as categorized by Boone and Kurtz (2015) and the moral manager as categorized by Brown et al, (2005). Morality deals with standards or codes that govern a person's behavior to determine which action is right or wrong. Carroll and Buchholtz (2012) denoted morality as conforming to the highest standards of ethical behavior to render fair and balanced decision-making. This would include the notions of fairness, justice, respect for others and allowing individuals the opportunity to due processes.

The moral person is that individual who models normative appropriate behavioral characteristics such as honesty, fairness, trustworthiness, integrity and justice in decision making. This individual is one who is perceived as credible and looks out for the wellbeing of employees as well as the organization in general. Boone and Kurtz (2015) argued that no organization is ethical in and of itself, but morality starts with the individual and may stem from three levels of personal and moral development.

Table 1 - Top 20 Articles 2004 to 2015 with Ethical Leadership in the Title and Model Used to Measure SEL

AUTHORS	YEAR		MODEL FOR SEL	JOURNAL
Bouckennooghe,D., Zafar, A. and Usman, R.	2015	How Ethical Leadership Shapes Employees' Job Performance: The Mediating Roles of Goal Congruence and Psychological capital	Brown et al (2005)	Journal of Business Ethics
Eisenbeiss, S., Knippenberg, D. and Fahrbach, C.	2015	Doing Well By Doing Good? Analyzing the Relationship Between CEO ethical Leadership and Firm Performance	Kalshoven et al (2011)	Journal of Business Ethics
Ogunfowora, B.	2014	It's All a Matter of Consensus: Leader Role Modeling Strength as a Moderator of the Links Between Ethical Leadership and Employee Outcomes	Brown et al (2005)	Human Relations
Hassan, S. and Wright, B.	2014	Does Ethical Leadership Matter in Government? Effects on Organizational Commitment, Absenteeism and willingness to Report Ethical Problems	Yukl et all (2013)	Public Administration Review
Lu, C. and Lin, C.	2014	The Effects of Ethical Leadership and Ethical Climate on Employee Ethical Behavior in the International Port Context	Brown et al (2005)	Journal of Business Ethics
Weng, L.	2014	Improving Employee Job Performance through Ethical Leadership and “Guanxi”: The Moderation Effects of Supervisor-Subordinate Guanxi Differentiation	Brown et al (2005)	Asia Pacific Management Review
Taylor, S. and Pattie, M.	2014	When Does Ethical Leadership Affect Workplace Incivility? Moderating Role of Follower Personality	Brown et al (2005)	Business Ethics Quarterly
Lui, J., Kwan, H., Fu, P. and Mao, Y.	2013	Ethical Leadership and Job Performance in China: The Roles of Workplace Friendships and Traditionality	Brown et al (2005)	Journal of Occupational and Organizational Psychology
Pastoriza, D. and Arino, M.	2013	Does the Ethical Leadership of Supervisors Generate Internal Social Capital?	Brown et al (2005)	Journal of Business Ethics
Ruiz-Palomino, P., Saez-Martinez, F. and Martinez-Canas, R.	2013	Understanding Pay Satisfaction: Effects of Supervisor Ethical Leadership on Job Motivating Potential Influence	Craig and Gustafson (1998)	Journal of Business Ethics
Hansen, S., Alge, B., Brown, M., Jackson, C. and Dunford, B.	2013	Ethical Leadership: Assessing the Value of a Multifoci Social Exchange Perspective	Brown et al (2005)	Journal of Business Ethics
Avery, B., Wernsing, T. and Palanski, M.	2012	Exploring the Process of Ethical Leadership: The Mediating Role of Employee Voice and Psychological Ownership	Brown et al (2005)	Journal of Business Ethics
Kalshoven, K., Hartog, D. and Hoogh, D.	2011	Ethical Leadership at Work Questionnaire ELW: Development and Validation of a Multidimensional Measure	Kalshoven el al (2011)	Leadership Quarterly
Ruiz, P., Ruiz, C. and Martinez, R.	2011	Improving the “Leader-Follower” Relationship: Top Manager or Supervisor? The Ethical Leadership Trickle-Down Effect on Follower Job Response	Brown et al (2005)	Journal of Business Ethics

Kim, W. and Brymer, R.	2011	The Effects of Ethical Leadership on Manager Job Satisfaction, Commitment, Behavioral Outcomes and Firm Performance	Brown et al (2005)	International Journal of Hospitality Management
Walumbwa, F., Mayer, D., Wang, P., Wang, H., Workman, K. and Christensen, A.	2011	Linking Ethical Leadership to Employee Performance: The Role of Leader-Member Exchange, Self-Efficacy and Organizational Identification	Brown et al (2005)	Organizational Behavior and Human Process Decision
Mayer, D., Kuenzi, M., Greenbaum, R., Bardes, M., and Salvador, R.	2009	How Does Ethical Leadership Flow? Test of a Trickle-Down Model	Brown et al (2005)	Organizational Behavior and Human Process Decision
Resick, C., Anges, P., Dickson, M. and Mitchelson, A.	2006	Across Cultural Examination of the Endorsement of Ethical Leadership	GLOBE Leadership Scale (2006)	Journal of Business Ethics
Brown, M., Trevino, L. and Harrison, D.	2005	Ethical Leadership: A Social Learning Perspective for Construct Development and Testing	Brown et al (2005)	Organizational Behavior and Human Process Decision
Khuntia, R. and Suar, D.	2004	A Scale to Assess Ethical Leadership of Indian Private and Public-Sector Managers	Khuntia and Suar (2004)	Journal of Business Ethics

According to Daft (2012), individuals may find themselves in one of three stages of moral development; preconventional, conventional and postconventional. Daft further explained the stages by stating behaviors exhibited by individuals in each level. At the preconventional stage, they may conduct themselves in an ethical manner simply to avoid punishment or to gain a reward. Then, there are those who are at the conventional stage of moral development who find it necessary to act in an ethical fashion so as not to be criticized by the group, be it family, friends or coworkers etc. These individuals are more concerned with the way others view their conduct and what others might think of them, should they act immorally. Daft (2012) explained that there are those individuals who are at the postconventional stage, who are concerned with their own wellbeing, how others view them and the effects of their actions on the wider society. At this highest level of moral and ethical development persons move far beyond self-interest and act in a manner that demonstrates good judgment, fairness and great moral excellence. Employees who can distinguish which level their leader is at will best know what to expect from their leader. For example, if one is only working to avoid punishment this leaves the door open for employees to adopt the same

stance as their leaders. Notwithstanding, persons may find it difficult to admit that they are in a particular stage due to the severity of the situation and to whom the information will be given. For example, an employee may not want to admit to his or her boss that he or she is doing something only to avoid punishment. A further criticism to these stages is that individuals go through various stages of their lives where they grow due to life occurrences and may not conform to any one stage or may vacillate between stages contingent on the circumstance. However, one may aspire to be at the highest stage of moral development as this is a good thing and a process that may eventually help the individuals to become better employees/managers.

The moral manager on the other hand is one who willingly discusses the topic of ethics and encourages others in the organization to act objectively and seek justice when faced with adverse situations (Brown et al, 2005). The moral manager does not only talk about ethics, he or she embodies what it is to be an ethical leader by rewarding and recognizing those who uphold ethical values within the organization. The moral manager makes people aware of the ethical standards of the organization by having precise conversations, through continuous education and acts to reward or punish those in violation, thereby making individuals accountable for their conduct (Boone and Kurtz, 2015). According to Carroll (1991), the moral manager conforms to and exhibits a high level of professional conduct and makes decisions guided by principles of fairness, justice and due process. They reinforce the values of the institution by actively demonstrating in their daily conversations and conduct, the principles that form the core of the organization. Moreover, moral leaders should go one step further and challenge each worker at all levels with the obligation of being ethical leaders regardless of their formal positions. Again, morality may not be easily acquired and while we place this responsibility on managers it is important to also know the type of employees and where they are in their level of moral development. Managers should not obligate

employees to adhere to standards but should empower them with the knowledge and resources to make sound and just decisions, free from threats and intimidations. The following section will examine the roles leaders play as ethical individuals who can impact the behavior of their subordinates.

2.3 The Role of Leadership

In today's business arena, ethics and leadership go hand in hand, therefore it is critical to point out the key role that leaders play in their respective institutions, coupled with their ethical conduct both on and off the job. Leadership is a phenomenon that has been studied by numerous theorists dating back to the 18th century. The concept of leadership has been discussed extensively in the past and continues to command the attention of today's philosophers. Northouse (2010), Daft (2012) and Boone and Kurtz (2015) have added to the body of literature relating to leadership. They have taken the discussion further to focus on the idea of ethical leadership being an important aspect of organizational success. Ethics and leadership seem to complement each other, as more and more leaders are called upon to conduct their affairs in an ethical manner, Daft (2015, p.40).

Leadership theory has been around for decades yet there is much more to be understood about this phenomenon. From the 1960's to present day, the foundation of leadership has evolved from trait theory to human relations perspective and on to situational viewpoints (Greenwood, 1993). These perspectives have led to the amalgamation of multiple views for which current day theorists have shed light about leadership and still there is no identifiable best way to summarize the philosophy. One can only capitalize on the theoretical stance and further add to its authenticity by plowing deeper into the thoughts and actions of individuals. Hughes, Ginnett and Curphy (2014) argued that leadership is a process that entails the leader, the follower and the situation or circumstance in which they find themselves making decisions. Greenwood (1993) on the other

hand explained leadership as the art of motivating subordinates by meeting their needs and at the same time influencing them to act in a manner that would benefit the organization.

Northouse (2010) denoted leadership as the process that individuals use to influence another individual or group to attain shared goals. Daft (2012, p.410) further defined leadership as the ability to influence a group of people towards obtaining the objectives of the organization. Additionally, Drucker (2001) described leadership as raising an individual's productivity and stretching them to achieve more than they would have normally accomplished. Regardless of the definition utilized it is evident that there are several basic themes that transcend these definitions. Hence, leadership involves people (followers), influence, shared purpose and commitment towards achieving common goals. In other words, the leadership delineates how people interact with their superiors and not something that is done to people (Daft, 2015).

Expectations that are placed on the leaders can sometimes be too lofty as no leader can operate in a vacuum; they require the assistance and expertise of followers to achieve the organizational objectives (Kalshoven, Hartog, and De Hoogh, 2011). There are those who believe that leaders have the answers to solve organization's problems. After all, they are being paid hefty sums to do just that. These perceptions regarding leaders are also evident in the College of The Bahamas as some view leaders as the key motivators and influencers of change within the organization. However, there are still some individuals who view leadership as a partnership (participatory) between leader and follow and the leader's temperament (characteristics) along with the situation (contingency) he or she is faced with helps to define the role. Hence, these elements help to determine the outcomes of the leadership experience. This leads to the point of incorporating the role of leaders in influencing employees' behavioral outcomes. The ensuing discussion will shed light on leaders in general and the role ethics play in shaping followers'

attitudes and actions. Akin to this discussion are the various types of ethical leadership but for the significance of this study, supervisory ethical leadership was the focal topic of discourse. However, the ensuing section denotes examples of several types of ethical leaders in the management hierarchy.

2.4 Types of Ethical Leadership

Ethical leadership happens at various levels of the organizational hierarchy and as such it is important to discuss the impact on followers at each level. Hence, an explanation of the three levels of leadership will follow with an expressed emphasis on that of the supervisory level. At the apex of the organization level there are executives who are responsible for the overall direction of the organization (Boone and Kurtz, 2015). This leads to the discussion of executive ethical leadership (EEL) where these leaders are expected to create the strategic direction of the organization and in so doing should exhibit a high level of ethical conduct as they must adhere to laws and guidelines that affect the organization. At this level, leaders set the tone at the top and in turn transfer their values and expectations to the next level of leaders who are expected to disseminate information and expectations. The researcher chose not to focus on this level as it is too far away from the employees and could be the subject of another study where managers who report to these executives share their opinions on their ethical conduct. This is not to say that executive ethical leadership does not affect lower level employees as they provide rewards and recognition from a strategic perspective and may be able to influence employees through such reward systems.

Next, there is top management who are responsible for dissemination of information to supervisors. Top managers are also expected to be ethical in their dealings, hence top management ethical leadership (TMEL) seeks to balance the quality of information channeled up to the

executives or channeled down to the supervisors. These leaders are closer to the employees than executives, however, there is still a level of distance because of the role and may not have the greatest impact on employee behavioral outcomes. However, one can presume that any ethical misconduct from top management may send a wrong message to employees. Therefore, it is important for them to adhere to the company's values.

Finally, there is Supervisory Ethical Leadership (SEL) which encompasses the actions of the leader in guiding front-line employees while at the same time reporting to top managers. While these three levels are significant factors in shaping the organization, and influencing employees' behavior, the supervisory level was the focus of this study because employees work closely with the supervisors and thus are expected to know more about the supervisors conduct because of the closer working relation (Weng, 2014). Within the College of The Bahamas there are far more persons at the supervisory level than at the other levels mentioned and by nature of their responsibilities interact with workers on a daily basis. Juxtaposed to EEL and TMEL where the level of interaction with workers is not as frequent, SEL seems to have a greater impact. While many make assumptions regarding the impact of SEL in the Bahamas, there is no known empirical evidence to support claims regarding these leaders.

For this study, SEL was critical as most organizations in the Bahamas including COB tend to have supervisors as opposed to top managers or executives running their daily operations. Within the next section I will further explore the concept of supervisor ethical leadership (SEL) and extant literature in this area.

2.5 Supervisory Ethical Leadership

Supervisor ethical leadership (SEL) refers to the ethical conduct of the supervisors or managers who have employees reporting directly to them. It was important to distinguish this fact

as some leaders may not have the title of supervisor but depending on the structure of the organization they may have employees who fall directly under their purview. In the context of the Bahamian setting, a clear majority of the organizations operate with supervisors leading the frontline staff. Relating to the College of The Bahamas, head of departments (HOD's), chairpersons and deans are the typical supervisory positions that cater to the daily operations of each department and school within the college. However, literature relating to ethical leadership in this context is nonexistent and as such much of the empirical evidence used in discussions relating to The Bahamas relies on work done in the United States of America, United Kingdom, Spain, and China to name a few.

Brown, Trevino and Harris (2005) is one of the key papers that examined ethical leadership in the western region. These authors examined the role of ethical leadership using confirmatory and exploratory factor analysis to determine its association with employee behavioral outcomes. They developed a ten-question ratings scale to measure supervisory ethical leadership. They also found that supervisory ethical leadership was positively linked to behaviors such as honesty, trust, equality, impartiality and caring for others. Brown et al (2005) further discovered that ethical leaders aid in inspiring employee performance as they capture the attention of their supporters by making them more accountable.

In a study conducted by Ruiz, Ruiz and Martinez (2011) it was determined that the ethical conduct of top managers and supervisors affects the behavior of their followers. They also demonstrated that top managers' ethical conduct influences the supervisors who report directly to them by having a cascading effect from managers to supervisor to lower level employees. The study was conducted among Spanish banks and insurance companies using questionnaires to collect responses. The findings revealed that there was a direct positive relationship between

supervisors' ethical leadership and employees' commitment to their jobs, along with their overall job satisfaction and organization citizenship behavior. In addition, they found a negative association between supervisory ethical leadership and employees' intention to quit. One criticism of the work by Ruiz et al (2011) was that the study was carried out in only two industries and one might presume that the information is not generalizable to other industries such as the education industry. Expanding the study to other industries might provide more transferable results. Nonetheless, the work was clearly articulated, and the methodology can be replicated in any industry or jurisdiction. However, for the researcher it was important to show how employees in the College of The Bahamas view their leaders' ethical conduct, considering that prior studies are not available in The Bahamas to make business decisions.

Moreover, it was important to note that the trickledown effect was a vital part of a leader's role, whether at the top management level or supervisory level. Ruiz et al (2011) further revealed that ethical conduct of supervisors had a significant positive impact on employees' willingness to make ethical decisions within the organization. A key finding in this study was the notion that top managers even though distant from the lower level employees seem to have a significant impact on employees' job outcomes. In other words, top managers exhibit a high level of influence, and while they do not directly supervise the lower level employees; they influence supervisors who in turn influence employees. Consequently, if employees perceive an image of strong morality from their supervisors, they may consider them as having their best interests in mind, thereby establishing trust. Therefore, morality becomes a critical component of the relationship between managers and employees. Other critical characteristics that were identified in most of the studies regarding ethical leadership were fairness, honesty, caring, integrity and trust, especially in western cultures.

On the other hand, eastern cultures were more concerned with the leader's characteristics based on aspects of their cultures such as people orientation, community involvement and power sharing (see Table 2). The context in which research on ethical leadership is conducted is very important as the characteristics of ethical leaders are contingent on the respective culture. For instance, most studies using Brown et al (2005) to propagate supervisor ethical leadership often project honesty, fairness, trust and caring as a part of the leader's character. However, a criticism of this structure was that cultural context may cause some shift or change in what is deemed to be appropriate ethical characteristics. Resick et al (2006) conducted a cross cultural study on ethical leadership and found themes such as integrity, accountability, community awareness and concern for the group were common traits in the eastern culture. Hence, this proves that Brown et al failed to address cultures with eastern values. While this research is not to negate the validity of Brown et al (2005) but the point being made is that context plays a significant role and any scale being used to measure SEL must account for the contextual difference.

Furthermore, a recent study done by Bonner, Greenbaum and Mayer (2016) suggests that being a moral character plays a major part in ethical leadership. These findings are synonymous with the position held by Brown et al (2005) and Letwin et al (2016) regarding the moral person, especially when it comes to motivating followers to act in accordance with company values and standards. Hence, the idea of live well and do well emerged as a prominent theme pertaining to leaders being moral agents whom employees may want to emulate (Ruiz et al, 2011). These studies further accentuated the impact of morality when it comes to understanding how employees behave in ethical dilemmas and the impact of their leaders in helping them to make the right decision. One key aspect of the study on ethical leadership that might prove different is the impact of ethical leadership on the leaders themselves. Most of the aforementioned studies tend to focus on

employee outcomes but Letwin et al (2016) found that ethical leadership also positively impacted the leaders in terms of positive relationships with their managers and greater opportunities for promotions.

Further studies into the topic of supervisor ethical leadership and its impact on follower behavior was done by Pastoriza and Arino (2013) where they surveyed employees to give opinions about the ethical conduct of their supervisors. The study was predicated on the work of Brown et al (2005) as the authors used SEL as an independent variable to determine its impact on internal social capital. Internal social capital was explicated as the social network that exists among individuals who share similar norms and values. With these thoughts in mind Pastoriza and Arino (2013) hypothesized that the actions of supervisors helped to influence subordinates' behavior through social exchanges and that employees gleaned from the ethical conduct of their leaders. Furthermore, Pastoriza and Arino (2013) found that supervisors, through modeling, could positively influence ethical conduct among their employees by reinforcing the desired conduct thereby inspiring employees to achieve organizational goals. In the context of the Bahamas and the College of The Bahamas the evidence to support these claims about supervisors is difficult to pinpoint. Once again, one can only make inferences based on their personal experience but not from an aggregate empirical study conducted in The Bahamas.

The study by Pastoriza and Arino (2013) provided empirical evidence to suggest that ethical leaders really do influence employees to act in an ethical manner. This is not to suggest that employees will act unethically without the encouragement of their leaders. However, in this instance, employees were asked to rate their immediate supervisors using the 10-question scale constructed by Brown et al (2005). Similarly, for this study SEL was measured using Brown et al (2005). One may question the continuous use of Brown et al as a predominant measure for SEL,

therefore it must be noted that research on ethical leadership is a new and growing area. Not many scholars have created new scales, thus the trend seems to be an unwillingness to re-invent the wheel as these researchers did a good job in providing detailed explanation of their work which makes it feasible to build upon. They explained that it was important to use employees to rate their supervisors as oppose to asking the supervisors to rate themselves to avoid any bias in response.

Pastoriza and Arino (2013) found that there was a positive association between supervisory ethical leadership and employees' ethical conduct. They argued that supervisors become legitimate role models by exhibiting ethical behaviors that employees perceived as authentic and hence a level of trust was built. Consequently, the relationship between the supervisors and their subordinates was positively impacted as employees felt that they can trust their bosses. The supervisors who displayed principled decision making and concern for employees (Mayer, Kuenzi and Greenbaum, 2010) were perceived as trustworthy and were able to motivate employees to act in a manner synonymous to that of their leader. It was also established that when supervisors displayed ethical values that were tantamount to that of the firm, these supervisors were better able to inspire employees to achieve the organizational goals. As a further, outcome the employees began to see the entire organization in a more positive light.

Moorman (1991) found that employees who perceived their managers as treating them fairly were more committed to the organization and thereby increased their work output. Similarly, Lam, Schaubroeck and Aryee (2002) discovered that supervisors who were recognized as being fair and just, significantly influence employee outcomes such as satisfaction, performance and commitment. While many researchers placed an emphasis on the characteristics of the supervisor, Mayer et al (2010) placed much emphasis on the ethical climate within the organization which suggests that if a culture of ethics exists, a leader who may not be ethical may be forced to conform

to the climate as employees would have already been accustomed to making sound decisions. Therefore, if leaders join the team and decide to make decisions contrary to the ethical norms of the organization they may expose themselves and call more attention to their character. Consequently, it is necessary for organizations to not only attract ethical leaders but also to build a climate or culture predicated on making ethics a priority as these leaders often act as models for other employees. Hence, it was critical to explore the importance of role models and how they impact leadership and by extension employee behavior. The next section discusses the impact of role models on employee outcomes and provides important evidence that modeling is not exempted from workplace leaders.

Table 2 - Dimensions of Ethical Leadership Characteristics using multiple models

MEASUREMENT	YEAR	CHARACTERISTICS OF ETHICAL LEADERSHIP	CULTURE
Yukl et al	2013	<ul style="list-style-type: none"> • Honesty • Integrity • Fairness • Altruism • Communication • Espoused to Ethical Values • Ethical Guidance 	Western
Kalshoven et al	2011	<ul style="list-style-type: none"> • Fairness • Integrity • Power sharing • People Orientation • Concern for Sustainability 	Eastern
GLOBE ²	2006	<ul style="list-style-type: none"> • Integrity • Community Orientation • Ethical Awareness • Accountability • Altruism 	Eastern
Brown et al	2005	<ul style="list-style-type: none"> • Fairness • Trust • Honesty • Care • Integrity • Accountability 	Western
Khuntia, R. and Suar, D.	2004	<ul style="list-style-type: none"> • Integrity • Altruism • Empowerment • Commitment • Consistency 	Western

² The GLOBE Project (Global Leadership and Organizational Behavior Effectiveness) is an international research program that consists of 61 countries with a focus on examining culture and attributes of leaders. <http://www.groveswell.com/pub-GLOBE-intro.html>

2.6 Supervisors as Role Models

As individuals, we are often faced with situations where we gravitate to personalities who become our role models, whether we call them role models or simply emulate their behaviors. In the organization setting this is not different, there are some leaders whom employees gravitate towards based on values that they display that resonate with them or avoid some leaders because their ethical values contradict employees' values or even those of the organization. Therefore, role modeling is considered as a critical element that is pertinent in explaining why some employees may lean towards one leader as opposed to another. Brown and Trevino (2014) directed a study to investigate the effect of role models on employees' ethical behavior. They measured the impact of childhood models and career models and their relationship to employees' ethical conduct. These researchers' sampled employees using survey instruments that ask respondents to give their opinions on their supervisors' ethical conduct. Brown and Trevino (2014) hypothesized that top managers as role models for employees positively affect workers ethical conduct. The study revealed that top managers did not have a significant impact on employees' ethical behavior, only in cases where the employee directly reported to the manager. This confirmed Weaver et al's (2005) assertion that ethical role modeling is a 'side by side' occurrence that requires intermittent interface with the role model and the trainee. Hence, supervisors are more salient role models as they interact directly with the employees. Moreover, top managers can sometimes be too far away in the hierarchical levels of the organization to have a direct impact, unless the employee reports directly to him or her.

Schaubroeck et al (2012) suggested that organizations can develop ethical leadership at the supervisory level and make concerted efforts to promote modeling among supervisors at each level in the organization. Findings from Weaver et al (2005) supported supervisors as ethical role models

and confirmed their positive impact on employees' ethical conduct. In the Bahamas, some often overlook supervisors as being leaders, they are frequently viewed as "puppets" for managers and the prospect of them being role models is far-fetched. The question arises as to how do employees in the College of The Bahamas see their supervisors, do they see them as role models or individuals who carry out the wishes of management? Hence the need to hear from employees within the college was of vital importance when it comes to leadership and role modelling. Who do these employees look to for ethical guidance?

The notion of supervisors as ethical role models was echoed by Brown et al (2005) where they advocated that social learning theory can be used to demonstrate that employees learn from their supervisors by modeling their behavior through vicarious learning and experiential learning. Hence, the message is cemented when ethical leaders gain followers attention through ethical communications, conduct and organizational values. Furthermore, it is believed by many that employees who perceive their supervisors as ethical are more inclined to support initiatives put on by their supervisors (Mayer et al, 2010, Avery et al, 2012 and Pastoriza and Arino, 2013).

Additionally, Yeager et al (2007) conducted an exploratory study to determine the effects of supervisors' behavior on employees' ethical conduct. A major component of the study was dealing with ethics in governmental organization and the perceive notion that supervisors' behavior can often influence how employees conduct themselves. Findings from the study suggested that supervisors who encouraged their subordinates to act in a manner which coincides with the ethical standards of the organization were perceived as having a greater impact on the employees' ability to make sound ethical decisions. Additionally, those employees who were encouraged by their supervisors to act ethically also held their peers to those same standards.

Consequently, employees were noted as exhibiting significantly higher professional judgment when faced with opportunities to make ethical decisions.

It was important to note that supervisors who were ‘walking the walk’ or ‘talking the talk’ tend to have a significant impact on employees’ willingness to comply with organizational ethical standards. In other words, it is important for supervisors to model the behaviors that they expect from employees, not only in words (lip service) but by their daily conduct (actions). The element of supervisors walking the talk is an interesting observation that is relevant for this study because there is a saying in the Bahamas “do as I say and not as I do”. This can be very misleading if leaders’ thoughts are not consistent with their actions. This may impact the way in which each employee decides to follow rules or ethical values. For instance, if an employee sees his or her supervisor behaving in an unethical manner, will that employee do the right thing regardless of the leader’s behavior? Or will the employee feel it is OK because the supervisor is doing it? That being said, the value of the trickle-down effect has been pertinent throughout the literature and as such should be examined on a deeper level. As a leader, the aim is to influence one’s followers to achieve the objectives of your organization. As such, the following section will discuss the ability of leaders to cause their behavior to spill over to their employees. This can have a negative or a positive effect.

2.7 The Trickle-Down Effect of Leaders Behavior on Followers’ Actions

The value of the trickle-down effect in the leader-follower relationship should not be underestimated as it plays a critical role in how employees’ view their superiors and what messages are being sent whether verbally or non-verbally. It is often emphasized that top managers are expected to set the ethical tone for the organization (Boone and Kurtz, 2015) and as such their ethical conduct is expected to trickle down to supervisors and on to lower level employees. The

trickle-down effect refers to the behavior of top leaders within the organization flowing down through the hierarchical levels to impact lower level employees. Mayer et al (2009) asserted that top managers' ethical leadership is facilitated by other influential leaders such as supervisors and assistant managers. Hence, while the top manager may be moral or immoral, the supervisor's behavior may make a difference due to the 'side by side' relationship as alluded to by Weaver et al (2005). This refers to the fact that supervisors work closely with employees and because of such close working relationships, both sides may be better equipped to speak realistically about the other's performance.

Moreover, when supervisors who are being led by managers who continuously articulate a strong message that ethics is paramount in decision making, it may be safe to conclude that such a message will be passed on from supervisors to subordinates. Hence, the creation of what is called a trickle-down or ripple effect. It is important to determine whether leaders in the Bahamas and more specifically The College of The Bahamas pass on positive experiences to their employees. Again, this was difficult to prove in the absence of empirical data. Notwithstanding, supervisors are sometimes viewed as models within their organization because of their position. In the same manner, top managers are perceived as models because of their power to reward or punish and as such they may be able to influence employees to comply with ethical standards. Therefore, top managers may be respected or can influence people because of their position, however, they may not have a direct impact on employees' ability to behave ethically because of the distance between their working relationships. Supervisors on the other hand have a closer working relationship with employees and therefore, workers can better assess the values and actions of their supervisors as they interact on a regular basis. Based on the aforesaid line of thinking, the researcher sees the cascading or spillover actions as a necessary factor to study as throughout the extant literature it

was highlighted that employees tend to follow their leaders' directive or action whether willingly, to avoid punishment or to obtain rewards.

Mayer et al (2009) conducted empirical research to determine the relationship between top management ethical leadership (TMEL), supervisory ethical leadership (SEL) and lower level employees' ethical behavior. They found that supervisory ethical leadership was an intervening factor between top managers' ethical leadership. In other words, when top managers herald the message that ethics is paramount, supervisors usually echo the same sentiments. This happens by reason of the mere position of superiors who act as a linkage between management and the employees. Therefore, the message is passed on to employees regarding the importance of ethical values within the organization. This suggests a trickle-down or cascading effect as discussed by Chen et al (2008), Mayer et al (2009), and Ruiz et al (2011). However, a major limitation to these studies is that there is grave difficulty in determining causality of the trickle-down effect due to the cross-sectional nature of the collected data. Nonetheless, they all agreed that followers tend to imitate their leaders through observational learning and act in a similar manner. The aforementioned researchers affirmed the theory of social learning advocated by Bandura (1977) was instrumental in forming such conclusions. These researchers all agreed that leaders who are perceived by employees as having their best interests in mind tend to build trust, thereby creating positive interactions between supervisors and subordinates. On this note, it was important to examine the role of trust in the relationship between leaders and followers. The following section looks at trust among leaders and followers and how trust can positively impact the supervisor-subordinate relationship.

2.8 The Role of Trust among Leaders and Followers

Trust is a germane factor to workers' perception of the effectiveness of the relationship with their leaders (Raelin, 2003). In every relationship trust is one element that tends to recur and when this element does not exist or is abused there tends to be a breakdown in the relationship. The leader-follower relationship is not exempt from having trust issues. In The Bahamas, there is a question as to whether workers trust their leaders because of the numerous instances of ethical misconduct by these leaders. Employees often question the actions of leaders even when another employee commits the infraction. They would often want to know what did the leader do, and what was his or her role in the ethical mishap? In relation to a College of The Bahamas employee who stole large sums of money from her employers, many questioned the circumstances surrounding the incident and wanted to know what consequence the supervisor suffered as the employee should have been more closely monitored.

Michaelis, Stegmaier and Sonntag (2009) executed a study amid employees in a few global firms and resolved that a positive relationship exists amongst trust and worker ability to accept change. Michaelis et al (2009) suggested that once trust is a primal element in the relationship it becomes easier for employees to believe the message being conveyed by the leader. Shamir et al (1993) as cited in Michaelis et al (2009) provided additional information to endorse the notion that workers identify with leaders who have proven to be truthful and were less prone to reject adjustment and change initiatives advocated by these leaders. Indeed, employees who trust the leader's objectives are more willing to accept the leader's words and intention to change the institution. In other words, trust should underpin the relationship between workers and supervisors and as such it was essential to examine this crucial element. It was important to know if employees will behave ethically whether they trust their leaders. Moreover, the leader's ethical action can

perhaps encourage employees to act positively or negatively when faced with an ethical dilemma. Both Raelin (2003) and Michaelis, Stegmaier and Sonntag (2009) agreed that workers who perceive their leaders as being trustworthy were more willing to buy into their vision. Notwithstanding, Raelin (2003) ventured one step extra by theorizing that trust in a leaderful community is contingent upon the leader demonstrating proficiency, exhibiting reliability and displaying benevolence towards employees.

In the discourse relating to the component of trust, it was imperative to note that actions within communal environments implied that affiliates will deeply exchange expressions, opinions, and feelings based on who they perceived their leaders to be. Hence, trust should not be taken lightly as it does not come easily. In fact, trust is built over time as Wayne and Greene (1993) affirmed (cited in Truckenbrodt, 2000). The value of the working relationship impacts workers' obligation and willingness to adhere to ethical values. These researchers found that there was a positive association among, innovation, performance and efficiency and the leader-follower relationship. Besides, they affirmed that workers who have a good relationship in the leader-member exchange were more creative and tend to yield greater outcomes. Employees who experience trusting relationships with their bosses because of continued interaction and authentic behavior, helped to strengthen the working relationship. Therefore, employees who trust their leaders' message of morality must first observe the leaders behaving in a manner consistent with their words (Mayer et al, 2009). Consequently, strengthening trust and may positively impact worker outcomes. On this note, worker outcomes will be the subject of discussion for the following section as these outcomes are important for organizational development and productivity.

2.9 The Importance of Employee Outcomes

It is also important to examine the role of ethical leadership and its effect on employee outcomes. It is often said that leaders set the tone for the organization and as such they are responsible for the delivery of organizational goals, effective adaptation of culture and more importantly the way they behave in comparison to the company's values. This is significant because employees who are motivated and committed tend to perform better at work (Resick et al, 2006). Considering this, addressing employee outcomes is a normal occurrence; however, it is also necessary to pinpoint contributing factors to such outcomes. The question often arises as to whether employees are behaving in a manner that is consistent with the company ethical values. For instance, within the College of The Bahamas, the general ethical values are truth, honesty and integrity. An important element of this action thesis was to ascertain how much emphasis is placed on living ethical values while being employed at the college. In cases where employees may not be acting in accordance to the organizational ethical values it begs to know what role the leaders play. Consequently, motivation, commitment and performance were focal elements for discussion. It was important to shed light on the way ethical leadership helps to influence employees' ability to become motivated on the job. In addition, commitment helps to show employees love for the job or the organization they work for. Finding a link to ethical leadership and commitment can perhaps help to explain why some employees may or may not be committed to the job. Furthermore, an employee's performance is a critical part of their day to day duties and performance is often linked to reward and organizational success. Hence, the link between a leader's ability to influence an employee to perform at their optimal was a significant area of study. The ensuing discourse will explain the connection between ethical leadership and employee outcomes such motivation, commitment and performance.

2.10 The Impact Ethical Leadership and Employee Motivation

A key responsibility of a leader is to motivate members of the team to achieve the objectives of the organization. According to Zhang and Bartol (2010) employees who are motivated tend to achieve better outcomes. Motivation was defined by Hilgert and Leonard (2012) as the readiness to exert energy toward attaining a goal stimulated by effort and the ability to fulfill the needs of the individual. Guo et al (2014) found that developmental feedback from supervisors had a positive effect on employees' intrinsic motivation. They also confirmed that employees who are motivated by their supervisors foster a better relationship from a social perspective. In other words, the social interaction aspect of the supervisor-subordinate relationship will look at the mutual benefits that exists in the relationship (Bandura, 1977). For instance, an employee may want to know what he or she will gain or lose from behaving in an ethical manner because of his or her supervisor behaving in an ethical manner. Likewise, the leader may want to know what positive or negative impact an employee may have on the departmental/organizational goals if the employee acts in an ethical manner.

Given the nature of the supervisor-employee relationship where information is passed on or traded, Zhang and Bartol (2010) found that the leader's behavior in delegating or empowering employees can be a motivating factor for employees. In other words, leaders who share information and prepare employees by giving them autonomy to act are perceived as empowering employees, thereby boosting their confidence. In turn, employees feel appreciated and are more willing to contribute as a valued member of the team. To buttress this point, Yidong and Xinxin (2013) also shared similar sentiments by avowing that ethical leadership significantly increased employee motivation when leaders included their moral values in work situations and encouraged open discussions around these values.

Further to the discourse on employee motivation, Simon (1967) as cited in Zhang and Bartol (2010) indicated that persons who are intrinsically motivated in their daily tasks are more apt to dedicate their energies to solving problems and encourage others to take interest in their work. Consequently, motivation among employees will help to influence the extent to which the team carries out its job. Furthermore, the role of supervisors is important in encouraging members to work beyond normal expectations. Ruiz-Palomino et al (2013) found that supervisor ethical leadership had a positive relationship with employee job motivation potential and was highly correlated to employee job satisfaction. Additionally, they discovered that employee job satisfaction was moderated by supervisor ethical leadership. In other words, the motivational potential of the employees surveyed was positively affected by the ethical behavior of their supervisors. Further to the study, Ruiz-Palomino et al (2013) revealed that employees' job motivating potential had a stronger effect when supervisory ethical leadership was high and a weaker effect when they perceived supervisory ethical leadership to be low. Therefore, in studying this variable it can perhaps provide the researcher with valuable information that has not been studied in the Bahamian context.

Motivation in employees is contingent on the individual worker and may not be because of the leader's action or some tangible effort. Perhaps employees are motivated due to intrinsic values that are inherent in the individual's personal choice. This personal choice is perhaps because of the individual's experience, up bringing or interaction with a role model. For instance, an employee may simply receive pure satisfaction from doing his or her job irrespective of the leader's behavior. Grant (2008) provided evidence to support the notion that employee's self-determination evoked prosocial behaviors in employees that eventually led to improved performance and productivity. Nonetheless, it was necessary to examine how leaders can impact

employees' motivational behavior through their involvement in their work life over time. The researcher also recognized a viable opportunity to explore the impact of ethical leadership on followers' job performance. The next segment elucidates the ethical leader's influence on the performance of their workers.

2.11 The effect of Ethical Leadership on Employee Job Performance

Employees are valuable assets to the organization and their performance is paramount to the success of the business. Hence, it is important to examine how the leader's action can help to influence how employees perform their jobs. Job performance was defined by Robbins and Judge (2013) as the execution of duties and responsibilities that contribute to the production of goods and services or administrative tasks. Aguinis (2013) also denoted job performance as employees' behavior towards work and what they do. Performance requires knowledge, skills and motivation that are evaluated to determine results.

Ethical leaders operate in a mediating capacity to bring about cultural values and desired organizational outcomes in employees, as such these leaders place an emphasis on instilling good values, moral conduct and an overall positive atmosphere within the organization (Bello, 2012). Consequently, by having the right attitude and values, ethical leaders encourage employees to perform at their best which may ultimately lead to increased job performance (Resick et al, 2011). Similar sentiments were shared by Ruiz, Ruiz and Martinez (2011) who posited that ethical leaders exhibit a substantial influence on employee job outcomes. In addition, firms that have a cadre of ethical leaders send the message of inculcating a sound ethical organization and can use this reputation as a means of gaining competitive advantage.

Moreover, Weng (2014) found that supervisor-subordinate relationship was strongly mediated by ethical leadership and thus job performance was positively affected. They also discovered that “guanxi” (personal relationship) helped leaders to enhance job performance among workers who perceived their supervisors as exhibiting ethical behaviors such as integrity, trust and fairness. Employees, who viewed their leaders as having strong reciprocal relations built on trust, felt more inclined to present ideas, ask questions and challenge unethical behaviors. They eventually view themselves as valued members of the organization, outside of a task-oriented relationship and thereby produce optimal performance and better results (Weng, 2014).

Sharif and Scandura (2014) also discovered that employees who observed their leaders to be moral were more inclined to report that they were satisfied with their jobs and admitted that they performed better. They also found that during organizational change, ethical leadership was associated with positive outcomes and better decision making in times of crisis. Consequently, it was reported that employees in the study felt that their performance on the job was improved because of the trust built and fairness demonstrated by the ethicality of their leaders. This premise coincides with similar findings by Lui et al (2013) who posited that ethical leadership was perceived by employees as a strong linkage between their task performances.

While the focus of a clear majority of the literature concentrated on leader input, there are those who feel that the task itself may be a positive driver for employee performance. Employees who believed that they are doing more meaningful and challenging work may be more inclined to work harder and better, thereby improving performance despite the leader’s ethical stance. Kahn (1990) avowed that employees who perceived that they are doing meaningful work are usually more engaged and consequently experience an increase in job performance. The point here is that

employee job performance may not always be because of the leader's influence. Nonetheless, investigating the role of ethical leaders can help to shed light on the impact of the leader's behavior on employee work outcome. Rich, Lepine and Crawford (2010) also confirmed the fact that employees' performance can also be impacted by the task. They build on the work of Khan (1990), however they failed to address what constitutes meaningful work in their study. However, the study provided evidence that employees who exhibit higher level of work engagement were found to contribute higher levels of individual task performance. The ensuing section will discuss the role of ethical leaders in influencing employees' commitment to the job.

2.12 The Role Ethical Leadership in Influencing Employee Organizational Commitment

The significance of organizational commitment cannot be over emphasized as many companies see employees' allegiance to the organization as a sign of them loving what they do. According to Salancik (1977), commitment is what makes employees like their jobs and work consistently to achieve objectives of the organization, although the payoffs may not be apparent. Organizational commitment was also defined as "the degree to which an employee identifies with a particular organization and its goals and wishes to maintain membership in the organization (Robbins and Judge, 2013 pp. 74-75). Furthermore, Meyer and Allen (1991) explained commitment as having three dimensions, affective, continuance and normative. These dimensions can be further elucidated as staying on a job for emotional reasons (affective), fear of losing the gains from a job (continuous) and feeling that leaving a job would be unethical (normative). However, Mowday et al (1979) denoted organizational commitment as a strong belief in the organizational goals, along with the willingness to exert efforts to achieve the goals and having

the intention of remaining with the organization for an extended period. These authors also proffered that employees who are committed to the organization will not leave at the slightest hint of difficulty but will remain as they believe in the goals and values of the company. There was also a strong positive correlation between organizational commitment, job satisfaction and job performance.

Employees who feel emotionally attached to an organization may be more willing to remain in the organization as they feel a sense of belonging. Hence, for this thesis the focus was on affective commitment. Besides, ethical leaders may be that bridge to link employees and the organization as employees may view ethical leaders as trusting, caring and having their best interests at heart (Brown et al, 2005). Additionally, Ponnu and Tennakoon (2009) alluded to the notion that ethical leaders can help to influence employees' attitude and commitment to the job by building trust. Similarly, Hassan, Wright and Yukl (2014) found that ethical leadership does matter; in fact, it helped to increase organizational commitment, while at the same time reducing absenteeism and turnover intentions.

Managers and supervisors can help to induce commitment to the organization by modeling the behaviors that they want employees to exhibit. Fritz et al (2013) suggested that the alignment of supervisor communication and conduct with company values can significantly influence employees' commitment to the workplace. Moreover, the extent to which leaders "walk the talk" is a critical determinant of how employees view ethical behavior and consequently affect their ability to comply with ethical expectations. These findings are also consistent with those of Brown et al (2005).

An interesting factor noted by Fritz et al (2013) was the effect of cynicism on employees' commitment. Therefore, employees who see their leaders' actions as inconsistent with their message of moral conduct may perhaps become cynical. Regarding cynicism, Neves (2012) stated that the action of one employee may not necessarily "transfer" to another. However, because of the role that supervisors play as agents of the company, they are expected to exhibit the values of the organization. Consequently, if an employee sees a supervisor exhibiting unethical behavior, the employee may sometimes see the supervisor as a part of the organization and thereby withdraw effort and commitment, especially if he or she is being treated unfairly. Notwithstanding, supervisors who live up to the message they expound are more likely to build trust and confidence which may eventually lead to increased commitment (Fritz et al, 2013). For this reason, organization commitment was pinpointed by the researcher as a vital component for investigation.

While commitment may be associated with behaviors such as job satisfaction and good working relationships, Reichers (1985) suggested that role identification and prior work experiences may also help to fuel organizational commitment. However, workers may still be committed to a role or job regardless of the relationship they have with their supervisors, especially if their attitude is one where they feel intrinsically motivated by factors such as self-worth, accomplishments and task autonomy. Therefore, to attribute an employee's commitment to the organization based on relationship with a supervisor may sometimes lead to erroneous interpretations.

The above-mentioned analysis of ethical leadership and its influence on employee outcomes have led the researcher to discuss the paradigm in the context of an academic setting as much of the discourse in the literature relates to corporate or business settings. The following

section will discuss the role of ethics in an academic setting and why it is important that institutions like College of The Bahamas incorporate ethics in their daily routines.

2.13 The Role of Ethics in Academia

The role of ethics in higher education has been difficult to measure as it is a complex occurrence dealing with academic professions. Much more is needed in terms of empirical data to address the growing concerns regarding the level of ethical discourse and interactions among those in academia. According to DeAngelis (2014), colleges and universities should develop and publicize codes of ethics that will help to guide the institutions. Haenicke (2000) proffered that much more is needed to encourage those in academia to lecture their colleagues regarding ethics as it is often easier for these professionals to talk ethics to others and not their own. Haenicke (2000) referred to the notion that lawyers and those in the medical professions have strict guidelines for professional ethics in their discipline and perhaps such strict guideline should be stipulated for those in academia where the standards of ethical conduct are often not as self-regulating or vigilant as one would think. Furthermore, McGraw et al (2012) added that to resolve the disciplinary conflict among academic professionals, it is necessary to provide extensive team training. Both McGraw et al (2012) and Haenicke (2000) saw training as vital to the success of ethics and its impact on academic professionals. Moreover, Bara, Vinagre and Estrada (2014) criticize academic professionals for failing to promote ethics education among students and faculty and attribute this to a lack of training.

The College of The Bahamas is not exempt from the criticism put forward by Haenicke (2000) and Bara et al (2014) in that there are no set standards of ethical conduct that guide the behavior of academic professors. While one may see professors as having higher training and level

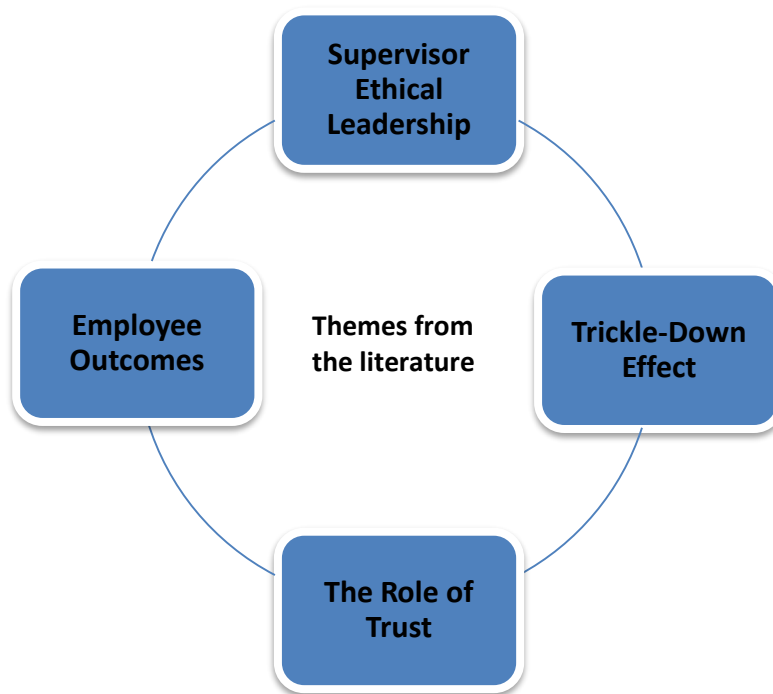
of education, they are fallible humans and are susceptible to the temptations that plague other professions. According to Sonfield (2014), while academic plagiarism is of major concern to universities, other ethical misconduct exists that may be occasionally displayed in the media. However, as there are no clear policies to hold individuals accountable, in most cases, these ethical misdemeanors go unnoticed as the line between legal and ethical wrong doings is complex and relies on the precedence set forth in case law (Sonfield, 2014). Nonetheless, it was important for the researcher to examine ethics in his own organization to determine its impact on employee outcomes and at the same time provide practical solutions that will help to enhance the development of the institution.

With these thoughts in mind, it was necessary to propagate a compelling theory as to why ethical leaders would impact worker performance at the College of The Bahamas. As mentioned earlier by Weng (2014) and Bello (2012) ethical leaders do in fact help to boost employees' performance by advocating sound principles and organizational values.

2.14 Themes Emanating from the Literature Review

A search of the literature on ethical leadership and its impact on employees' outcome has revealed several themes. These themes have assisted in influencing the direction of the study and helped the researcher to formulate survey questions that were explored. Figure 1 illustrates the major themes that have been discussed and how each element helped to clearly elucidate the various concepts being studied. These themes helped to influence the researcher's thinking and action tendencies and assist in formulating the research design.

Figure 1 - Themes from the Literature Search that Impacted the Research Objectives and Design



In reference to the literature depicted in Table 1, there were eleven articles that dealt with social learning as a key component of explaining the relationship between workers and their leaders. Ten of these articles placed an emphasis on supervisory ethical leadership as opposed to any of the other forms of ethical leadership mentioned earlier, namely executive and top management. Seven articles dealt with the role of trust among leaders and followers. Finally, the literature placed significant emphasis on the trickle-down effect and its influence on the leader-follower relationship to the extent that six of the articles mentioned in Table 1 dealt with this subject area extensively. These articles provided useful information on ethical leadership and its effect on follower outcomes; however, there was no mention of empirical evidence in small island nations such as The Bahamas.

More importantly, there was no evidence that action research has been conducted in the field of management as it relates to workers in the education sector in The Bahamas. A clear majority of the studies took place in North America, Europe and China. This led the researcher to steer the study towards a contextual nature placing emphasis on the College of The Bahamas, in hopes that the study can be later conducted in other organizations throughout The Bahamas. From the above discussion the researcher formulated the following questions to shape the direction of his study:

1. Does supervisor ethical leadership (SEL) affect worker outcomes at the College of The Bahamas?
2. What can be done to improve SEL within the College of The Bahamas?

Chapter 3: Thesis Methodology

The use of focus group discussion was chosen as the preeminent methodology for gathering and assessing data. Kidd and Parshall (2000) asserted that focus group discussion allows the participants to convey their experiences and challenge the motives of their peers. This allows for rich discourse on a common phenomenon thereby providing valuable contextual knowledge into organizational issues. The researcher used thematic analysis to assess the data and make sense of it. The process started with the researcher administering a survey on ethical leadership to employees within a wide array of financial institutions in The Bahamas to determine the importance and the impact of SEL on employees work outcomes (see Appendix A). The instrument was then refined and issued to employees within the College of The Bahamas to determine their responses to supervisor ethical leadership within the institution (see Appendix B).

Results from both surveys were presented to a focus group made up of 5 faculty members of the College of The Bahamas for them to provide further insight. The researcher looked at the impact of SEL in corporate Bahamas by conducting a survey among 400 employees within multiple financial institutions. Of the 400 employees 174 persons completed the survey. The researcher used hypothesis testing to determine if SEL had a positive impact on worker outcomes such as employee motivation, commitment and job performance in these organizations³. Ordinary Least Squares regression was used to determine the regression equation for each variable. To test

³ The survey was conducted using a sample of 400 employees from corporate Bahamas which was not large enough to represent the working population. However, the researcher was OK with this sample and response rate as he wanted to gather sufficient data to provide contextual knowledge and not generalizable knowledge. The purpose of the survey was to gather data and analyze it so that the results could have been given to the focus group to spark the discussion on the impact of SEL on employee work outcomes in corporate Bahamas with an intent to later relate it to College of The Bahamas.

the hypotheses, the F-test was used to determine the statistical significance of the relationship among the variables. The data was transferred from Excel into Minitab and Minitab calculated the regression equations based on the variables that had the highest correlation factors. For Supervisor Ethical Leadership (SEL) the independent variable (Y) was determined based on correlational analysis where trust, fairness and caring were the highest variables to determine SEL hence the researcher decided to measure how the characteristic of trust (Y) variable explained by variation in motivation, commitment and performance. The regression equations will be discussed in the findings section. SEL was measured using Brown et al (2005), motivation using Mowday et al (1979), commitment using Allen and Meyer (1990) and performance using Babins and Boles (1998).

A similar survey was conducted in the College of The Bahamas where 50 of the 400 faculty members within the institutions were issued a questionnaire on the impact of SEL on employee work outcomes and 30 persons completed the survey. The same process was used as mentioned above to assess the data and determine the regression equations. As with the corporate survey, supervisor ethical leadership (SEL) was the independent variable (Y) was determined based on correlational analysis where trust was the highest variable to determine the impact on motivation, commitment and performance (the dependent variables, X). The results from these surveys were later given to the focus group to discuss and provide deeper insight for the college⁴.

⁴ The survey was conducted using a sample of 30 employees from the College of The Bahamas which represented 4% of the faculty within the institution. Although this sample was not large enough, the researcher was OK with this response rate as he wanted to gather enough data to provide contextual knowledge and not generalizable knowledge. The purpose of the survey was to gather data and analyze it so that the results could have been given to the focus group to spark the discussion on the impact of SEL on employee work outcomes at the college.

The rationale for this research methodology was to amalgamate quantitative and qualitative data to create empirical evidence (Shah and Corley, 2006). Shah and Corley used qualitative methodology to explain the results from a quantitative study. This thesis used a similar methodology to determine the impact of SEL on workers in the corporate arena and then compare the impact of SEL on workers at the college to show the relevance of supervisor ethics to worker outcomes. The quantitative results from both surveys were then given to the focus group to examine and to facilitate deeper discussions relative to the impact of SEL in the College of The Bahamas (the results of the surveys will be discussed in detail later in chapter 4). From this discussion, the researcher was able to show the impact of SEL on worker outcomes and then created practical solutions to build ethical awareness at the College of The Bahamas. The findings from the surveys and the focus group discussion provided contextual data which was later used by the focus group to frame and create an ethics course for members of the institution to promote awareness and improve the ethical climate.

The multiple voices of the focus group aided by thematic analysis of the data helped to add rigor and relevance to the thesis by extensively interpreting the results and making sure the method used was robust enough to generate meaningful knowledge. In other words, this approach provided the researcher with sound evidence and logical reasoning from the focus group regarding the importance of the findings. The use of the aforementioned methodology was predicated on the researcher's philosophical stance and as such the next section will explicate the researcher's philosophy.

3.1 The Researcher's Philosophical Position

It was important to discuss the philosophical position of the researcher then demonstrate why it was necessary to employ a focus group for this study. According to Creswell (2007), epistemology looks at the study of how individuals acquire knowledge and attempts to justify what we believe to be true. Researchers aim to align themselves with two predominant views, that of the positivist or the interpretivist. The positivist believes that true knowledge comes from examining a phenomenon while the researchers pose as an objective and independent observer (Creswell, 2007). The interpretivist believes in multiple truths and gathering knowledge by constructing multiple outcomes. The positivist tries to fill a knowledge gap while the interpretivist or constructivist try to solve problems by becoming immersed in the environment of the phenomenon being studied (Johnson and Duberley, 2000).

According to Carson et al (2001) ontology is a system of belief that emphasizes reality in two forms, positivism or relativism. The former, meaning that there is only one reality and it can be found via external world where there is a single objective, separate and apart from the researcher. The perspective from a relativism point of view advocate that reality is subjective and in fact the researcher may become involved in such reality as it may possibly be multiple truths, based on the players and the circumstances in the environment.

Based on the above-mentioned explanation, the researcher found it necessary to state his philosophical stance as being an interpretivist who believes that there are multiple views about ethics and that members of the College of The Bahamas can provide rich information on how ethics impact their lives. For this reason, focus group discussion was chosen as the preferred method of gathering data. This presented an opportunity for those who work and have knowledge

of the organization's culture, values and nuances to tell their stories based on their lived experiences.

In summary, the positivist paradigm proposes that truth is objective and can be best understood by examining the laws that govern the phenomenon being studied. Any interference by the researcher or the observer only serves to obstruct the authenticity of the outcome. Conversely, the interpretivist paradigm avows that knowledge and reality is created through social interactions and understanding what goes on in the minds of the people in the environment of the thing being studied. This paradigm was fitting for this study as it uses narratives, interviews and observation to make sense of the phenomenon being examined. From the above discussion, the researcher saw it necessary to employ thematic analysis to make sense of the data. The following section will give a detailed summary of why it was appropriate to use focus groups to gather data.

3.2 The Use of Focus Group to Gather Data

According to Creswell (2007) the use of focus group discussion (FGD) is a good method to gather information from people who have similar background and work experiences. The group is guided by a facilitator who helps the participants to discuss the subject at hand by providing positive and negative responses based on individual and collective perceptions and experiences with the chosen phenomenon (Thorpe and Holt, 2008). As alluded to by Thorpe and Holt (2008), focus group discussion is suitable for exploring survey findings and is useful in bridging the gap between research and practice. Moreover, there is a degree of flexibility in organizing participants as persons may not all be in one place at the same time. Methods such as video conferencing and teleconferencing can be used to link all the participants in real time. However, focus groups can be difficult to control and at times the moderator can be biased (Smithson, 2000). To overcome

this, the researcher made a special effort to create order and to constantly reflect on his biases to ensure that he did not infiltrate the group with his opinions. The next section will discuss the use of thematic analysis to make sense of the information that was gathered from the focus group.

3.3 Use of Thematic Analysis to Analyze the Data

The researcher chose thematic analysis to identify patterns and provide meaning to the data collected from the focus group. Thematic analysis is often used by psychologists to illustrate themes that are often significant in explaining a phenomenon being studied (Daly et al, 1997). Management researchers have adopted the use of thematic analysis as it facilitates the gathering of knowledge and provides a deeper meaning of human thoughts and actions. In addition, thematic analysis often depicts the thoughts and views of respondents and has less to do with the opinions of the researcher, thus becoming useful in hearing from the less dominant voices. Its deductive and inductive quality allows researchers to incorporate their epistemological beliefs and extrapolate from raw data to find new meaning. Furthermore, it provides a clear path for others to follow when it comes to gathering empirical data, thereby proving validity (Braun and Clarke, 2006).

The principal researcher chose to adopt a mixture of deductive and inductive approaches where he brought pre-established findings from a survey executed among workers in corporate Bahamas and members of his organization to spark the discussion and later gathered information from the focus group discussion and used the information garnered to make sense of his workplace-based problem. Further, the researcher used the results from the focus group discussion to formulate an ethics course to assist in building ethical awareness within the institution. A detailed account of the use of thematic analysis as a part of the researcher's method of gathering and analyzing data will later follow. However, the next section will outline the importance of rigor and relevance and how each was achieved in this study.

3.4 Establishing Rigor and Relevance

The criterion of rigor and relevance is extremely important to management research and the acceptance and validity of a piece of work. Shrivastava (1987) alluded to rigor in research as having conceptual adequacy and methodological consistency. This was explained in the literature as deeming a study to have a conceptual framework that is consistent with theorists in the field and deploying methods that are quantifiable, analytical and supported by empirical evidence. Furthermore, Shrivastava (1987) described relevance in research as having meaningfulness and operational validity. In other words, management research should highlight the strategic problems facing the organization and develop practical knowledge for managers to incorporate in building a better entity.

The researcher made all effort to follow established protocols for academic rigor by using a clear step by step approach to gather and analyze the data. Clear procedures make it easy for other researchers to follow or replicate (Johnson and Duberley, 2000). Moreover, relevance was established in that the findings have meaning or implications that positively influenced the researcher's place of employment. Furthermore, this work has substantial relevance as it addressed the issue of ethics in the College of The Bahamas. Ethics has over the years been a relevant topic that continues to capture the attention of businesses and universities the world over. As Vermeulen (2005), eloquently posited, asking questions that are important to reality and providing practical evidence that delivers optimal value is significant to management research. Hence, relevance was found in the questions asked and rigor in the method that was applied to give practical answers. The following sections will look at the research method and elucidate a step by step approach to gathering and analyzing the data.

3.5 The Research Setting

The research was conducted in the College of The Bahamas which is the researcher's place of employment. The college is comprised of 700 employees of whom 400 are hired as faculty. The institution's faculty division has three levels of supervisory positions which include deans, chairpersons, and head of departments. These three supervisory positions constitute a major part of this research. As such a brief explanation of the duties and responsibilities of each will ensue.

Head of Department

The head of department or HOD is an elected position that is responsible for the oversight of a specific department within a school for example the accounting department within the school of business. The HOD is elected by faculty within their department and serves for a period of two consecutive years after which they may be reelected every two years. The position of HOD focuses on the effective day to day running of the department and is administrative in nature. The element of supervision is not emphasized in terms of coaching, mentoring and performance review. Performance reviews are done annually, and one may only interact with an HOD in relation to supervision and performance at the end of the year when reviews are conducted. This is unlike being a department head in a private sector entity where supervision and coaching are ongoing, and employees may receive frequent feedback (e.g. weekly or monthly).

The Chair

The position of chair in any school within the College of The Bahamas is an administrative office that helps to guide the operation of each school, with a formal reporting line to the dean. The chairperson is elected by the faculty members within the respective schools and their duties extend for three consecutive years and if they desire to run an additional year they may choose to do so. However, the individual must wait three years before he or she can consider running for the

office in the future. Unlike other supervisory positions in the private sector, the faculty members in the school can vote the chair out of office by majority decision if he or she is not carrying out the functions as outlined by the industrial agreement.

The Dean

The position of the dean is established by appointment and is not an elected role as in the case of the chair and the HOD. The dean usually reports directly to senior management (Vice President of Academic Affairs) and is considered a managerial role. In the College of The Bahamas, the position of the dean is the highest authority within a school and works in tandem with the chair to execute the goals and objectives of the school.

3.6 Planning and Selection of the Focus Group

The primary researcher relied on focus group discussions to make sense of the impact of ethics within the college. The researcher began by planning the details of the focus group discussion, this included determining the size, makeup, place time, duration and moderating of the event (Krueger and Casey, 2000). Before the focus group would have met, the primary researcher conducted a survey among 400 workers in corporate Bahamas using his personal email listing administer a questionnaire. He later invited 50 of his colleagues to take part in a similar survey by answering a questionnaire on supervisor ethical leadership and the impact on worker outcomes. These persons were chosen from the emailing listing of the college's database without any specific criterion other than being a full-time faculty member. Everyone was given a participant information form (Appendix C) to show their involvement and risk in taking part in the survey. 30 persons completed the survey which was analyzed in Minitab and the aggregate results were given to the focus group to discuss. As the survey was for information purpose and relevant only to the

College of The Bahamas, the researcher felt no need to go in depths only the methods used and results were provided in a later section to spark the focus group discussion.

The researcher then invited a total of 9 faculty members of the College of The Bahamas to take part in the focus group discussion through word-of-mouth. He met with each person and explained what the study was about and their respective roles. The selection process included one person from each of the 9 schools within the College of The Bahamas to have a good representation. The intent was to added robustness of the methodology by ensuring that a wide cross section of employee voice was represented in the focus group. The individuals were chosen by asking coworkers if they were interested in taking part in a focus group discussion as a part of gathering data for the researcher's thesis. There were no stipulations other than he or she must be a fulltime faculty of the college and was employed for one year or more. There was no other specific demographic information required other than the fact that these individuals work for the institution and share common knowledge and insight into the operations of the institution.

There were some individuals who stated that they did not wish to take part in the process, others asked that the researcher get back to them and there were those who stated that they were more than happy to participate. The researcher invited a total of 17 individuals of which 5 declined, 3 said "get back to me" and 9 accepted. The principal researcher then asked each of the 9 faculty members to commit to a date and time when the group could convene. The 9 participants were given an informed consent form to complete and were asked to bring the forms with them on the day of the meeting (see Appendix C). There were two persons who later stated that they could not meet at the date and time decided on, therefore the researcher invited two other employees to take part in the discussion and they accepted the offer. On the day of the focus group discussion five persons attended and the decision was made to move forward with five members.

3.7 Data Collection – Moderating the Focus Group

The focus group met in a classroom on Thursday (June 23rd, 2016) around 2:20 pm when there was minimal activity on the campus. The room was equipped with a round table, flip charts, writing pads, pencils and a tape recorder. The researcher moderated the discussion and began by introducing the members formally and restated the purpose of the discussion. He also collected the informed consent forms from the five participants. Ground rules were set, and the moderator asked participants for permission to record the session. Two of the participants had strong objections to the session being recorded electronically as they did not want their responses to be traced back to them. The decision was made not to record the session electronically, however, the participants committed to being at the meeting for at least 90 minutes and would allow the moderator time to make notes as necessary.

There ground rules for the session were as follows:

- All discussions and responses were to remain in the group.
- Confidentiality was a critical component of the meeting.
- No individual will be noted as giving a specific comment.
- Each person must respect the views of the other, even if they disagree.
- The discussion will be documented using journal entries that constitute a compilation of the views of all participants.
- There will be no audio or video recording of the meeting as persons were not comfortable with the notion of being recorded.
- The researcher has the final say on what could be included or excluded.
- A draft of the thesis will be distributed to each participant for perusal before final submission.

In addition, the following were discussed

- a. Confidentiality – The researcher assured the group that all responses were confidential and that only aggregate results will be disclosed
- b. Informed consent – The participants all agreed to take part in the discussion and signed an informed consent form
- c. Data protection – The data will be secured using a lap top and flash drive that were password protected
- d. Risk Management – There was no inherent risk in taking part in the discussion as individual responses were confidential and would not be pinpointed in the thesis.

3.8 Summary of the Methodology

The group was given a brief overview of the findings from the wide survey conducted among 400 workers in corporate Bahamas and findings from the survey administered to 30 faculty members at the College of The Bahamas. Respondents in both surveys were asked by the researcher to answer questions regarding supervisor ethical leadership and its impact on employee outcomes such as motivation, commitment and performance. The researcher conducted hypothesis testing using regression analyses to provide details about the data. The researcher went on to explain how the data was earlier analyzed using Minitab statistical software and the results from the regression analysis were tabulated and presented to the group. The researcher then explained to the group that the results were needed to spark discussions and further gather meaning for the college and not for making conclusions about workers in general.

A series of pre-established questions were given to the focus group to help to engage the discussion (see Table 3 below). The questions were formulated based on the results of the surveys conducted in corporate Bahamas and COB. For instance, question five focused on the impact of

SEL on employee motivation, commitment and performance. This was a direct result of what was revealed in both surveys that SEL positively impacted work outcomes. The questions ranged from general to more specific questions regarding supervisor's ethics within the college and the impact of SEL on employees' outcomes. Furthermore, the group was asked to provide specific suggestions to help to improve ethics within the institution. From this information the researcher was able to create contextual knowledge leading to the development of an ethics course for employees of the college.

Table 3 - Pre-Established Questions for Focus Group Discussion

QUESTIONS PRESENTED TO THE FOCUS GROUP FOR DEEPER DISCUSSION:	
1.	What are your views on ethics within the college?
2.	What issues exist within your institution regarding ethics that you feel need to be addressed?
3.	How often do leaders (management/supervisors) address ethical issues within the college?
4.	When was the last time you had a discussion on ethics within the institution?
5.	Do you feel that that consequences for ethical misconduct among faculty are dealt with in the same manners as those committed by students? Explain.
6.	Do you feel comfortable discussing ethical misconduct of a colleague with your supervisor? Why?
7.	How does the ethical behavior of your supervisors (HOD, chair or dean) affect your motivation, commitment and performance at work?
8.	What can be done to improve ethics within the institution?

The researcher led the session and ensured that it ran smoothly. He facilitated the group discussion by asking questions and ensuring that the session was not dominated by any one

participant or that no participant felt left out. The moderator ensured that he entered the session with an open mind and allowed the views and opinions to contend without interrupting or showing any bias towards group members. While the researcher came with pre-established questions, there were questions that emerged from the focus group discussions (see Table 4). These questions helped to add context and meaning to the data by exploring other elements that the researcher did not consider. Conducting the session was quite rewarding as the researcher got a chance to hear his colleagues elaborated passionately about ethics in the College of The Bahamas. A major challenge however, was documenting and taking notes while conducting the session. The researcher took notes on his lap top and had a note pad to jot down important points that would need further discussion. The participants were sometimes asked to repeat key aspects of their responses so that the moderator could document the information.

A part of the recording of the data was the whole notion of observing body language, what was said and what was not said. The session lasted approximately 90 minutes and was filled with rich data from the intense discussions and sharing of opinions. Following the session, the researcher took another 40 minutes to go over the field notes to check for spelling and other grammatical errors. The document had several spelling errors due to the researcher typing at a fast pace. However, these spelling errors did not change the meaning of the responses and therefore did not impact the overall compilation of the data.

Table 4 - Questions that Emerged from the Focus Group Discussion

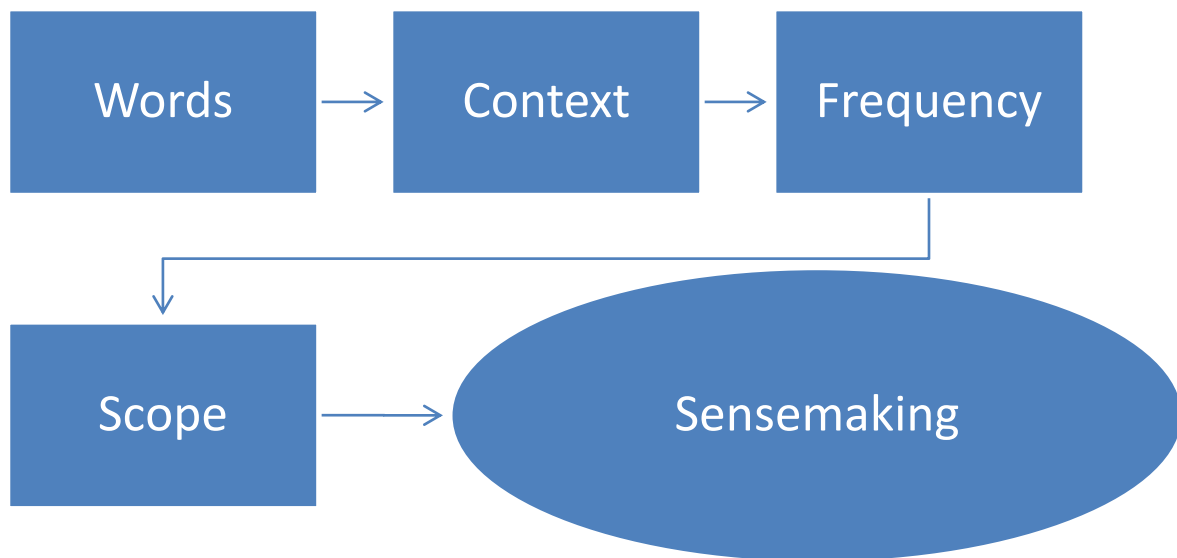
QUESTIONS THAT EMERGED FROM THE FOCUS GROUP DISCUSSION:
1. How do we define ethics as it is relative?
2. How do we define performance as performance can mean in the classroom or outside of the classroom?
3. Can a person be motivated and committed to teach but not be motivated and committed to participate in other activities?
4. How do we differentiate among students and faculty when it comes to ethics?
5. How can we hold people accountable when there are no clear guidelines?
6. What topics should be included in ethics training?
7. How do we deal with areas such as cronyism, favoritism, solicitation, lying and stealing among faculty?

3.9 Data Analysis:

A key advantage of using focus group discussion is that it provides a wide array of data from which the researcher can gather information to fit his or her research objectives. According to Onwuegbuzie et al (2009), note-based analysis consists of transcriptions from the focus group, debriefing session and visual observations of the moderator. While this is often time consuming, the researcher focused on key data including that of dissenters in order to increase descriptive and interpretive validity associated with emerging themes. To ensure descriptive validity the researcher took detailed notes of what was said and where there was any doubt; participants were asked to repeat their responses for clarity. The data analysis and interpretation followed the pattern and conceptual framework depicted in Figure 2, where data in the form of words spoken by the

participants were taken in context of COB and the participants experiences which predicated on the frequency of responses formulated through themes that were later examined in a broader scope to “make sense” of the data.

Figure 2 - Data Interpretation Conceptual Framework



However, due to the lack of digitally recording the session, it was sometimes difficult to review some responses and therefore those responses that were deemed extremely important to the researcher were explored for further clarity. Additionally, the researcher ensured there was interpretive validity by ensuring that he conveyed what employees were saying and not what he wanted to hear or think he heard. Again, constantly seeking clarity was key along with the researcher being unbiased and keeping his opinions and views to himself. The data was analyzed using a five-step approach as described below.

3.9.1 Five Stage Process to Analyze the Data

Thematic analysis was used in the data analysis phase to process and categorize the data. Thematic analysis was described by Braun and Clarke (2006) as a qualitative research method for identifying, examining and reporting patterns in a set of data. These patterns are important themes that help to describe the data and tell a story of the respondents' lived experiences about the phenomenon being studied. According to Braun and Clarke (2006), thematic analysis is beneficial in conducting qualitative research as it is flexible and can be modified to suit the needs of multiple studies. King (2004) avowed that thematic analysis is rigorous when done correctly and can produce trustworthy findings that reveal important aspects of the lived experiences of the respondents and how they relate to the phenomenon being studied.

However, one key disadvantage of using thematic analysis is that the findings are not transferable or generalizable as it is contextual in nature and chronicles the journey of those in a particular setting or community that share similar environmental conditions (Tobin and Begley, 2004). It must not be assumed that what happens in one setting with specific data content may be used in a similar setting as the data content may be different. Notwithstanding, due to the rigorous step by step approach to thematic analysis other investigators can replicate the process or apply it to multiple situations.

The data analysis was conducted using a five-step process to better capture the views and opinions of the group in relation to ethics within COB and the impact that supervisors have on employee outcomes (See Table 5 for a summary of the process). The researcher chose to analyze the data the following day after the focus group met to capture as much of the information while the thoughts and ideas were fresh in his memory along with the field notes.

There is software that exists to aid in sorting the data, however they are not equipped to intellectually conceptualize the data to make sense of the findings. However, Krueger and Casey (2000) advocated that if researchers decide not to use computer software, the data can be coded manually using Microsoft excel or word. The researcher examined and re-examined the data to ensure that he captured the essence of the responses. Furthermore, the decision was made to process the data manually using Microsoft excel and carefully handle each theme to ensure that the story of what the participants were conveying was told in the right context and with the relevant tone. For example, a spreadsheet was prepared with color coded columns that were used to depict different themes. Each time words or phrases were repeated by a group member those words or phrases were extracted from the raw data and plugged in to the relevant column. Later each column was examined to ensure that the word or phrase fit appropriately in that column. Tobin and Begley (2004) alluded to this manner of manually assessing the data as helping to add methodological rigor. The researcher also used journaling along with critical reflection to ensure what was being said and what was not being said was captured in an accurate account of the respondents' perspectives.

Table 5 - Summary of the Stages in the Data Analysis

STAGE	PROCEDURE	OUTCOME	ELECTRONIC JOURNALING
One	Read and Re-read electronic document to become familiar with the data	Jot down important notes	Highlighting phrases for later assessment
Two	Select words and phrases that are recurring	Begin to assign codes	Document the list of codes in Microsoft Excel
Three	Assign codes to each phrase and look for connecting words	List of themes from each respondent	Why were these themes chosen, which are relevant, and which are not?
Four	Re-code to select overarching themes	Locate themes that tells a vivid story	How do these themes answer the research questions? Discard irrelevant themes and state why
Five	Define each overarching theme and state its importance	Articulate the big picture of the themes and how they relate to the college	Describe the themes overall meaning and write a compelling narrative.

Source: Krueger, 1988.

Stage One – Reading and Re-reading the Field Notes

The first stage of the data analysis, the researcher read and re-read the raw data to get a broad understanding of what the participants were saying. The idea behind repeatedly reading the data was to allow the researcher to become familiar with the data. In the third reading of the field notes, for each question, the researcher noted the participants' responses and attempted to pinpoint main ideas and words and phrases that were constantly being repeated and make a mental note of these. He also wrote on a separate sheet of paper key words and phrases as he continued to read and examined the data.

Stage Two – Coding the Data

The second stage, the researcher decided to establish an order based on respondents who provide the most detailed responses to the questions. These persons' responses were assessed first starting from the most detailed to the least detailed. The researcher then grouped the data into categories based on repeated responses and created codes for notable features that might be relevant in answering the research questions (Krueger and Casey, 2000). These codes were plugged into an excel spreadsheet that consist of categories for repeated words and phrases. The researcher used highlighted areas of the original script by assigning a color and a code to each response that was similar. For instance, in the excel spreadsheet 1 was highlighted in red, 2 highlighted in green, 3 highlighted in blue etc. For example, responses that were highlighted in red were labeled as ethics training, green as plagiarism and blue as policies. The aim was to color code as many potential themes as possible then later group them into broader categories (Rabiee, 2004). The researcher also retained an account of themes which were not a part of the dominant views such as proper placement of donated funding, issuing of grades to students who did not deserve high grades and leaders showing favoritism to some employees.

Stage Three – Recoding and Capturing Major and Minor Themes

The third stage involved the researcher reading through with a critical eye and then using the coded data to develop recognized themes, sequences and flow of the data to come up with a series of broader themes that emanated. The themes that were considered vital to the research questions were again color coded as major themes and the less dominant themes were coded as minor themes. The minor themes and information that were not deemed as significant to the study were discarded.

Stage four – Reviewing the Themes to Find a Broad Theme

Stage four involved checking the candidate's responses, further clarifying statements to ensure that the responses were relevant in addressing the research questions, themes are combined and that categories did not overlap. Also, at this stage the researcher examined the emerging themes to see if there were any overlapping themes and those that overlapped were condensed into one broad theme. For instance, respondents often used the words consequences, ramification, penalty, guidelines and as such there was a theme for ramification and one for guidelines which were consolidated under the category, code of ethics. At this stage it was also important to ensure that the broad themes were depicting the responses of the participants, therefore the researcher had to revisit the detailed responses to ensure that the themes were relevant to these responses.

Stage Five – Defining the New Themes and Revealing a Story.

The researcher at this stage of the process determined what each theme captured and what is of interest to the participants, and then sought to articulate the meaning and story that the underpinning themes revealed about the topic (Krueger and Casey, 2000). Each broad category tells a compelling story that depicted the essence of what the focus group members articulated. This stage involved deeper explanation of each participant's contribution and at times recalling facial expressions and body language to add contextual meaning to the responses. The sub-themes were inundated with dialogue that preserved the individual experiences of each respondent. The subthemes were then clustered into major themes which represents the overarching views of the group. These major themes or broad categories formed the basis of the findings and would ultimately craft the discussion for the focus group as it related to finding actionable knowledge for the College of The Bahamas.

In summary, the researcher maintained an excel spread sheet of the coded data and a word document of the raw data containing the focus group members responses to the various questions. In addition, quotations were excerpted from the raw data which helped to elucidate the respondents' explanation of each major category and why it was important to the overall study. The broad themes were highlighted in the findings section and each one explained in context of the group member's aggregate response. The findings were later discussed, and implication addressed that would later impact workers at the college by introduction of an ethics course. The discussion and the formulation of the ethics course formed the basis for creating actionable knowledge and will be discussed in detail later in chapter 6.

Chapter 4 – Reporting the Findings

4.1 Summary of the Findings from the Corporate and COB Survey

In this section the researcher incorporated data from the corporate survey and the COB survey to show the connection between both surveys and the focus group and ultimately linking all three to the creation of actionable knowledge. The larger survey that was administered across financial institutions in The Bahamas showed that supervisory ethical leadership (SEL) had a positive impact on worker outcomes (see Table 6). Similarly, the smaller survey conducted in the College of The Bahamas, revealed comparable results regarding the impact of SEL on worker outcomes (see Table 7). There was a strong consistency among the results of the corporate survey and the COB survey which prompted the researcher to want to know more as the COB survey to an extent, confirmed the findings in the corporate survey. Looking at the results of both surveys, the researcher noticed that the supervisor's ethics had strong impact on workers and wanted to engage those who work in the college to learn more of their views as to their lived experienced instead of using quantitative results only. Perhaps the supervisor was the link to improving ethics within the institution. Consequently, the researcher incorporated the use of a focus group to dig deeper into these findings and to know more about the role of SEL and its impact on workers in the college.

The researcher used the findings from these surveys to help frame the discourse and to formulate questions for the focus group such as, “how does SEL impact your work outcomes (motivation, commitment and performance) at COB?” And “what can be done to improve ethical awareness within the institution?” (see Table 3 for list of questions). These were designed to evoke responses that would indicate whether the COB findings were similar to those of the focus group

as it relates to the effect of SEL on worker outcomes and what must be done to build ethical awareness in the college as this was vital to the formulation of practical knowledge for the study.

4.2 Data from the Corporate Survey

Table 6 provides a summary of the results from the regression analysis of the corporate Bahamas data. As mentioned in footnote 3, the information was not adequate to establish generalizable knowledge but was used to create contextual knowledge for the college and for the focus group to further discuss. As outlined in the methodology section, three equations were estimated as indicated in Table 6 below. They corresponded to the three hypotheses which examined the effects of SEL on (1) employee job motivation, (2) employee affective commitment and (3) employee job performance. Strong R-squared values as shown in Table 6 indicated that in each case there was a positive relationship between SEL and the dependent variables; employee job motivation, affective commitment and job performance. The F-test was used to test the three hypotheses and all three hypotheses were accepted. Therefore, it was established that:

1. SEL had a positive impact on employee motivation
2. SEL had a positive impact on employee affective commitment
3. SEL had a positive impact on employee job motivation

These results were summarized and used to compare to the results of the COB survey and later formed the basis of the discussion for the focus group as previously indicated.

Table 6 - Regression Equations, Hypothesis and Overall Survey Results for Corporate Bahamas

<u>Regression Equations</u>					
1. $Y = 0.486 + 0.1225 Q13 + 0.1745 Q15 + 0.3557 Q16 + 0.1448 Q17 + 0.1035 Q19$					
2. $Y = 1.072 + 0.2963 Q21 + 0.3371 Q26 - 0.0897 Q28 + 0.263 Q29 + 0.1149 Q30 - 0.1020 Q31 - 0.1099 Q32$					
3. $Y = 0.670 + 0.1821 Q34 + 0.2018 Q36 + 0.2299 Q38 + 0.1462 Q39$					
Hypothesis	R	R Squared	P-value	Alpha	Test Results
1. Supervisor Ethical Leadership positively influence employee job motivation	0.6874	0.4726	0.00	*0.05	Supported
2. Supervisor Ethical Leadership positively influence employee affective commitment	0.7561	0.5717	0.00	*0.05	Supported
3. Supervisor Ethical Leadership positively influence employee job performance	0.5505	0.3031	0.00	*0.05	Supported
**P< 0.01					
RESULTS FROM THE REGRESSION ANALYSIS THAT WAS RAN IN SPSS:					
1. Supervisor ethical leadership has a positive impact on worker motivation.					
2. Supervisor ethical leadership has a positive impact on employee job commitment.					
3. Supervisor ethical leadership has a positive impact on job performance.					

4.3 Data from the COB Survey

Table 7 - Regression Equations, Hypotheses and Overall Results for COB

<u>Regression Equations – Output</u>					
1. $Y = 0.408 + 0.341 Q4 + 0.390 Q5 + 0.376 Q6$					
2. $Y = 0.538 + 0.526 Q9 + 0.311 Q10$					
3. $Y = 0.396 + 0.693 Q14 + 0.220 Q17$					
Hypothesis	R	R Square	P-value	Alpha	Test Results
1. Supervisor Ethical Leadership positively influence employee job motivation	0.7799	0.6082	0.00	*0.05	Supported
2. Supervisor Ethical Leadership positively influence employee affective commitment	0.7014	0.4920	0.00	*0.05	Supported
3. Supervisor Ethical Leadership positively influence employee job performance	0.7425	0.5513	0.00	*0.05	Supported
**p< 0.01					
RESULTS FROM THE REGRESSION ANALYSIS THAT WAS RAN IN SPSS:					
1. Supervisor ethical leadership has a positive impact on worker motivation at COB.					
2. Supervisor ethical leadership has a positive impact on employee job commitment at COB.					
3. Supervisor ethical leadership has a positive impact on job performance at COB.					

Similar to the corporate survey, the COB survey results shown above in Table 7 indicated that there was a positive relationship between SEL and the dependent variables; (1) employee motivation, (2) affective commitment and (3) job performance (based on strong R-squared values produced in Table 7). Again, the associated F-test which was administered to test the hypotheses, indicated that in College of The Bahamas SEL had a positive impact on employee motivation, affective commitment and job performance.

In summary, the results from both surveys were generally similar with no significant difference. For example, when it came to the impact of SEL on motivation for both corporate Bahamas and COB, the R-value showed approximately 0.70 and 0.74 respectively. Which signified that there was a strong positive association between SEL and employee motivation in both surveys. Likewise, commitment revealed an R-value of approximately 0.76 and 0.70 and again, SEL had a strong positive correlation to employee commitment. Finally, when it came to the effect of SEL on job performance, the R-value revealed SEL had a moderate positive association with worker performance in corporate Bahamas and a high positive correlation for workers in COB. There was a minor difference in the R-values for worker performance in COB which may be a result of employees making distinction between performance in the school versus performance in the classroom.

The corporate survey as was discussed, revealed that SEL had a strong positive impact on motivation and commitment; and a moderate positive impact on job performance. The results for the COB survey revealed that SEL had a similar impact on employee motivation, commitment and job performance. These findings showed that the COB survey confirmed the findings in the corporate survey. Consequently, these results prompted the researcher to delve deeper by engaging the focus group discussion to create rich data for detailed discourse. Again, as explained in

footnotes 3 and 4, the information gathered in both surveys was strictly to provide contextual knowledge in an effort to create practical solutions and to promote ethics within the college.

4.4 Findings from the Focus Group

Social science researchers often use focus groups to get a deeper understanding of a phenomenon or organization by engaging persons who share intimate details regarding the setting being studied. According to Krueger and Casey (2000), focus groups are less intimidating to research participants and can yield rich findings and viable solutions once properly executed. Furthermore, Reed and Payton (1997) posited that research findings of focus group studies are used to clarify or add meaning to information gathered in quantitative studies and can be validated by conducting multiple interviews to increase validity of the findings. The following research findings shed light on supervisor ethical leadership and its impact on employee outcomes in an academic setting and at the same time gained insight into lived experience of employees at the College of The Bahamas.

Based on the discourse which was ignited by the corporate and COB survey results, a total of six overarching themes emerged and other sub-themes from the focus group discourse on ethics in the College of The Bahamas (see Table 8). These themes were arranged in a manner that best told the story of the lived experiences of the focus group members. Starting with the very important role that supervisors play as leaders and culminating with a unanimous decision by the group that ethics training is a viable option to create ethical awareness within the institution. The researcher paraphrased the emerging themes to best depict the opinions of the focus group so that it tells a succinct story of what the participants wanted to convey:

1. The role of supervisor as ethical leaders
2. Lack of ethical awareness among employees
3. Absence of a code of ethics
4. The role of trust

5. SEL affects employee outcomes
6. The need for ethics training

These themes emerged as a result of faculty within the college sharing their personal experiences over many years of working in the institution. There were other themes that emerged that were discarded (see table 9 below). The reason why these themes were selected, and others discarded is that they address the research problem and speaks directly to the research questions. For example, there was a constant repeat of plagiarism, but it was only explained when referring to students. As the research was about supervisors and faculty, the element of plagiarism though important in academic research, was not important in this instance as the study was not providing data about faculty and plagiarism. Another theme that emerged and was discarded was the use of donated funds for a specific project being used for other unrelated projects. Again, while the researcher saw the ethical ramification of this critical piece of information, it was more geared towards senior management and the alumni association and was not deemed as significant to the research objectives. Yet another point that was discarded, even though recurring, was that of faculty adding their names to students' research. This again is critical but not for this study and the researcher felt that this is a matter of adhering to research policy and can be fixed by writing to the office of research. Other omitted issues were that of lying, stealing, solicitation, victimization, cronyism and nepotism as there was not enough documented evidence among the group to constitute a major theme. For a complete list of the emergent themes that were discarded please see Table 9.

In addition, the themes in and of themselves provide pertinent information that will lead to better managerial decision-making. The researcher used the individual responses to elucidate the findings by using direct quotes and exclamation marks to emphasize the respondents' answers. For

example, training was a key part of addressing ethical problems within institutions, also building trust among workers and creating ethical awareness across the length and breadth of the institution. This information was valuable in that it provided details about the college that have not been previously shared as there has never been an investigation of this magnitude. Therefore, these findings have implications for the college and the future direction as it transitions to university status. The research findings elucidate the narrative that was told by the focus group participants and depicted the main themes and subthemes which when tells a captivating story regarding supervisor ethics within the intuition (see Table 10 for a recap of the key stories from the findings).

Table 8 - Themes and Sub-Themes Emerging from the Focus Group Discussion

OVERARCHING THEMES:	SUB THEMES:
Supervisors as Leaders	<ul style="list-style-type: none"> • No power • No influence • Mainly an administrative role
Lack of Ethical Awareness	<ul style="list-style-type: none"> • No discussions • Fear of reprisal • Taboo
Code of Ethics	<ul style="list-style-type: none"> • Policies • Guidelines • Consequences • Penalty
Trust	<ul style="list-style-type: none"> • Confidentiality • Lack of Communication • Uncomfortable speaking up
Employee Outcomes	<ul style="list-style-type: none"> • Motivation • Commitment • Performance
Training	<ul style="list-style-type: none"> • Seminars • Courses • Manuals

Table 9 - Themes That Were Discarded from the Focus Group Results

THEMES EMANATED FROM THE FOCUS GROUP THAT WERE DISCARDED:
1. Plagiarism
2. Faculty adding their names to students' research
3. Combative behavior between supervisors and employees
4. Faculty giving grades to students' who did not earn them
5. Reprisal for reporting unethical behavior
6. Victimization
7. Other offences such as lying, stealing, cronyism and nepotism
8. Use of donated funds for one project to fund another

Table 10 - Key Stories from the Focus Group Findings

KEY STORIES FROM THE FOCUS GROUP DISCUSSION
1. Supervisor Ethical Leadership plays an important role in the college and as such supervisors should be given more formal authority.
2. There is an apparent lack of ethical awareness within the institution as discussions on ethics happen very infrequently.
3. The absence of clear policies and guidelines on ethics makes it difficult for supervisors to hold employees accountable.
4. The role of trust is very important as employees tend to support supervisors whom they trust.
5. Supervisor Ethical Leadership behavior negatively affected employee outcomes as it relates to providing service to the department or school, however SEL does not have a negative impact faculty teaching in the classroom.
6. Training is necessary to create ethical awareness in the college and can be done through courses, seminars and manuals.

4.5 Overarching Theme 1. – The Role of Supervisors as Ethical Leaders

A major theme that arose from the discussion which formed a key element of the findings is the fact that supervisors are not seen as leaders, but their roles are more administrative than supervisory. The respondents felt that the college should pay more attention to balancing the roles of persons at the supervisory level with less emphasis on conducting administrative duties and more emphasis on guiding employees' actions. In other words, more formal authority should be given to the role to make decisions regarding disciplinary actions. For example, the role of the HOD does not entail responsibility to reward or punish. The chair has some power in a supervisory capacity to preside over matters such as plagiarism, but when it comes to ethical misconduct, the chair can only recommend disciplinary action but not necessarily execute. The role of the dean on the other hand, carries considerable amount of power from a supervisory stand point but again, all final decisions regarding ethical misconduct must be made by a disciplinary board. This gives the impression that the formal authority lies in the disciplinary board and that the role of persons performing in a supervisory capacity does not have the power to make final decisions. In support of this point, one of the focus group members had the following response:

“As the head of department, I sometimes feel trapped as I would like to demonstrate more of my supervisory skills that I would have garnered over the years as a manager in a private sector entity. However, I still feel as if I am only needed to prepare, exams, reports and call meetings”.

From an ethical stand point, the role of the supervisor at any level is to not only demonstrate the values of the organization but to also possess the ability and authority to ensure that these

values are adhered to. According to the findings, supervisory roles in the College of The Bahamas should be more clearly defined to incorporate coaching, mentoring and the ability to reward or punish.

4.6 Overarching Theme 2. – Lack of Ethical Awareness Among Employees

Stemming from the discussion of the focus group, one of the findings is that there is a lack of ethical awareness within the institution. This major theme was supported by other subthemes which centered around ideas such as, no discussions being held on ethics, people often fear reprisal when talking about ethical issues within the institution and it appears to be a taboo to openly discuss ethical infractions. The group felt that this was a fundamental problem as one of the core values of the institution is integrity. Ethics and integrity go hand in hand, you cannot talk about one without the other. However, for the college there has not been any serious talk regarding ethical conduct and expectations that management has of faculty when it comes to ethics.

One of the questions in the discussion was, when was the last time a meeting was held regarding ethics? All five respondents stated that they could not tell the last time there was any such meeting. When asked by the researcher to delve deeper and give their closest estimation, the following responses were given:

FGM One, “I would say 2005, I recall having some discussion but noting since then”

FGM Two. “I honestly cannot recall”

FGM Three, “Well, I have been here since 1986, and like FGM One said, 2005 and before that I can’t remember. In fact, this discussion is the closest we have come to openly having a conversation on ethics within years!”

FGM Four, “I am a newer faculty, been here since 2011 and have yet to have a discussion on ethics, not even when I was hired, I don’t recall human resource having a conversation when I got my employment letter”.

FGM Five, “I don’t remember having any discussion in recent times and I was not here in 2005.”

When asked by the researcher what was being done to address ethics in the institution, the below constitutes some of the responses of the participants which signified that not much was being done to push an ethics agenda in the college:

FGM One: “While not much has been done, the college does not have to push ethics in my opinion, ethics lies within the individual and at this level a supervisor is not expected to babysit faculty. The positions of supervisory capacities within academia are elected and some person would need formal training to deal with the level of ethical supervision, hence it is incumbent upon faculty members to behave in an ethical fashion”.

FGM Two: “Nothing is being done to create ethical awareness among staff, faculty and students. There is no formal discussion on ethics and the standards that are set for students are only addressed if there is an infraction relating to cheating and plagiarism. The same effort is not being placed on faculty across the academy. While some effort is being placed on research ethics, there are other aspects of ethics such as lying, misrepresentation, solicitation of sex from students, etc.”

FGM Three: “In terms of building ethical awareness much more can be done to highlight the importance of ethics to the institution. Oftentimes ethics is only discussed when there is a breach. There should be formal policies by which all faculty members, staff and students of the institutions are guided by and not just a focus on plagiarism. There are other aspects to be examined such as cronyism, nepotism, ‘friendships’ among students and faculty and integrity among faculty members regarding the awarding of grades.”

FGM Four: “There are no formal discussions regarding ethical conduct within the institution. There is no known code of ethics that is accessible or advocated by the administration that would impact faculty, staff and students. There is a policy regarding plagiarism which seems to focus on students rather than all employees. Other areas that need special attention include professionalism, conflict of interest, nepotism and honesty.”

FGM Five: “Currently, not much is being done to address ethics and, in some cases, it appears as if management is not aware that there is an issue with ethics. The college’s motto is knowledge, truth, integrity but that is the extent of the awareness as there are no formal discussions to reemphasize these values. The college is far too reactive when it comes to ethics. Efforts need to be made to become more proactive in advocating ethical conduct among all employees.”

All respondents unanimously stated that they have not had any discussions on ethics within the last 10 years. It was also noted that ethics would have been discussed by faculty members when it comes to engaging their student’s course work and examinations. Therefore, the extent of the

conversation on ethics would be regarding students cheating and plagiarizes but when it comes to similar behaviors by faculty members it was not clear what process takes place and who would have engaged the process. Hence, the findings based on the experience of the five members who have been with the organizations for at least 5 years revealed that there was a serious lack of discussion on ethics and persons are not aware of any formal process to address ethical infractions among faculty.

To address the question as to what is being done by the college to address ethical values, all of the respondents unanimously agreed that nothing was being done and that ethics seemed to be a thing of the past as the relevant conversations are not being had and that faculty and staff do not find it easy to talk about ethics. Therefore, it is in the organization's best interest to drive ethical values from the top down to the employees and hold individuals accountable for their actions.

4.7 Overarching Theme 3. – The Absence of a Formal Code of Ethics

Emanating from the focus group discussion as another predominate theme was the idea that there is no formal code of ethics that should guide employees' action. Respondents revealed that there were times that faculty would repeat certain behaviors as there were no consequences and penalties for acting in a manner that was inconsistent with the college's values. It is not clear how matters should be handled such as plagiarism in faculty research, people assume that it is unacceptable. However, when it comes to pinpointing a specific document that tells how such faculty should be dealt with and what consequences exist, none of the focus group members were able to share such knowledge. Persons would have viewed numerous documents on the college's website but could not find any. One member retreated to her office to locate a binder with the union agreement and other documents (policies and procedures) but was unable to locate any

document outlining policies and procedures for dealing with unethical conduct among faculty of the college.

One of the focus group members made the following statement to support the claim that there is no formal documentation when it comes to addressing ethics within the college:

“I have documents as far back as 1986 and believe me when I tell you there is no policy or guidelines for dealing with ethical misconduct among faculty, other than being called before a disciplinary board. However, when you go before such board, there is no formal document or guideline to go by.”

To further support the claim that there are no policies or guidelines for ethical misconduct among faculty, another member added that:

“Having no policy or guideline on ethics has made it difficult in the past to deal with several matters regarding a faculty member who did something unethical. While I am not prepared to go in the details of it to protect the interest of those involved, I was told by someone in a more senior role to ‘leave it alone’. What do you do in such an instance? The extent of the ethical matter was not illegal, so I left it alone”

Hence, not having clear guidelines or policies in place not only makes it hard for supervisors to deal with ethical matters, it also puts the supervisor in a difficult position as he or she must determine whether to pursue a course of action and what actions to pursue. Furthermore, it also presents a challenge when it comes to future actions of other employees as one does not want to set a wrong precedent and more importantly, ignore issues that may contravene the laws of the country.

4.8 Overarching Theme 4. – The Role of Trust

Trust was another predominant theme that emanated from the focus group discussion. Members of the group all agreed that trust was a major factor. When it comes to trust, some of the subthemes surrounding this phenomenon were thoughts such as breach of confidentiality among supervisors and faculty, where employees' personal conversations and information were revealed to other third parties, thereby damaging the trust among supervisors and employees. Another subtheme would have been that of poor communication which leads to misinformation that resulted in employees feeling betrayed and not wanting to work with certain individuals. There was also the fear of speaking up on matters of a confidential or private nature regarding others as persons feared that the information might be divulged and later create animosity among workers as employees did not trust their supervisors' words and actions.

While trust was not a key question for the group, it came out in most responses especially when asked about SEL and employee outcomes. While most of the FGM members felt that they were committed to their job, they often refer to trust in their responses as a critical component of ethical behavior and the relationship that exists among leaders and followers. For example, on the subject of trust, one member of the focus group clearly stated:

“I do not trust my supervisor”. The member went on to say, “I have heard my supervisor provide conflicting stories to multiple individuals and at one point in time attempted to gain credit for someone else's work. This made me lose all respect for my supervisor but whether I will allow that to demotivate me is another story as I am responsible for my own actions. However, it did cause me to distant myself from my supervisor by avoiding my supervisor and only interacting when absolutely necessary.”

One of the focus group members stated that she did not have a reason to distrust her supervisor but there were others who complained that they did not trust this supervisor. The member clearly stated:

“Trust is very important to me as an employee and currently I will say that I trust my supervisor as she has not given me a reason not to trust her. I have worked with her for the past three years and she has proven herself to be worthy of my trust. However, should that trust ever be broken for any reason I will find it hard to work with her as she gives the impression that she has strong ethical values and is a no-nonsense woman.”

The findings from the focus group revealed that employees in the college viewed trust among supervisors and workers as critical to having a good working relationship. When trust is devalued and taken for granted it can create a hostile work environment as people become skeptical of the supervisor’s words and actions. Consequently, this may adversely impact worker outcomes.

4.9 Overarching Theme 5 – SEL Affects Employee Outcomes

Employee outcomes were cited as one of the major themes and from this theme there were other subthemes such as employee motivation, employee commitment and job performance. These themes arose as a direct result of the researcher asking specific questions as it was important to know how the ethical behavior of the supervisor impacts upon employee behavioral outcomes within the college. There were mixed reviews among employees’ response as to whether their supervisors’ ethical conduct affected their work outcomes (see Table 11 below). Most of the respondents agreed that supervisor ethical leadership affected their commitment and motivation and gave detailed explanations as depicted in the matrix below. However, they were adamant that

when it comes to classroom performance, the behavior of their supervisor had an insignificant effect on them doing their jobs. Notwithstanding, when it comes to other service to the department or school SEL did have an impact, especially in relation to trust.

Table 11 - Matrix for Measuring Level of Consensus on The Impact of SEL on Worker Outcomes

FOCUS GROUP QUESTION	FGM 1	FMG 2	FGM 3	FGM 4	FGM 5
1. Do you feel that ethics is important in COB?	AS*	AS	AS	AS	AS
2. Is there a strong sense of ethical awareness at COB?	DS	DS	DS	DS	DS
3. Do you feel that SEL positively impacts employee motivation at COB?	A	AS	AS	AS	AS
4. Do you feel that SEL positively impacts employee commitment at COB?	AS	A	AS	AS	AS
5. Do you feel that SEL positively impacts employee performance at COB?	DS	D	AS	D	DS

Source: Unwuegbuzie et al, 2009.

*Explanations for various codes:

A = Indicates Agreement

D = Indicates Disagreement

AS = Agreement along with significant statement

DS = Disagreement along with significant statement

NR = Non-response

The findings from the group revealed that work outcomes are crucial factors of organizational behavior; however, most persons stated that the behavior of their supervisors does

not impact their performance in the class room. It was at this point that respondents asked each other to clarify the roles of the faculty. When it comes to performance in the class room all of the respondents felt that they were motivated to do their jobs. They also felt that they were committed to the work that they were hired to do and gave it their best effort. They all agreed that for the most part the faculty of the college do love their jobs as educators and work hard to deliver good service in the class room. Some of the respondents did not feel that their performance was affected by the ethical conduct of their supervisor. Regardless of the supervisor's behavior most persons if not all will still go into the class room and perform well for the students' benefit. Below are some of the responses taken from the focus group discussions showing mixed replies:

FGM One: "Ethical conduct of the supervisor will not affect my conduct as I am a dedicated worker who will work regardless of my supervisor's behavior. Furthermore, the role of a head of department is more administrative than punitive and his or her behavior is not significant in comparison to the chair or the dean. Therefore, I will not be looking to that person for ethical guidance."

FGM Two: "The ethical conduct of my supervisor can affect my motivation as it can sometimes force me to withdraw my efforts in supporting initiatives within the school. However, I am committed to the job and will perform my job regardless of my supervisor's conduct as I am being evaluated separately from him/her."

FGM Three: "Yes, my supervisor's ethical behavior does affect my behavior to some extent. For example, it sometimes makes me want to treat my supervisor with the same level of ethical conduct that he exhibits. The work relationship is definitely affected as trust is destroyed when my supervisor acts in an unethical manner."

FGM Four: “In relation to the ethical conduct of my supervisor it can negatively affect my motivation to participate in activities that are held within the school. However, it does not affect my motivation to go into the class room as that is the part of my job I love the most and will work regardless. Therefore, my commitment and performance will not be affected but the unethical conduct of my supervisor will affect the work relationship. It will create distrust and once the trust is broken I often become guarded and interact on a need to basis.”

FGM Five: “The ethical conduct of my supervisor does not affect my commitment and performance as I have my personal ethical values that help to guide my conduct. However, an unethical supervisor would create an atmosphere of distrust, once trust is broken the relationship between me and my supervisor will become fractured. This would result in me being very cautious and will make all attempts to limit my interactions unless I absolutely have to.”

However, when asked about service to the department and school, the responses were different. It was revealed by two of the focus group members that they sometimes “slack off” from department and school activities because they did not want to support a supervisor who they felt was unfair or unethical in some decision making. Others stated that they still supported department and school initiatives, not because of the leader, but because of the larger goal of the college. If they were just doing it for the leaders, they would not support a leader who is unethical. One focus group member supported this finding by saying:

“To be honest, I support my current supervisor because she appears to be honest and trustworthy. Like I said, I have not had any reason not to trust her. However, if I were

to find out that she was unethical in her dealings, I would not support her efforts, I cannot support blindly a person who is unethical. I would not be motivated to participate and knowing me, I would find reasons to avoid her or would eventually ask for a transfer out of that department.”

Another member in support of this theme stated:

“I do not trust my supervisor! I have said it before, and as a result I find it hard to support any initiative being led by her. If it falls within the scope of my job responsibilities I will comply, but I am not motivated to go above and beyond to help and it has affected my performance because it is unlike me to not support my leader. Trust is important to me! Therefore, I find it difficult to work with people who demonstrate unethical behaviors!”

In essence, supervisors play a pivotal role in impacting employees’ job outcomes and can affect the employee in a positive or a negative way. From the findings, the focus group members all agree that ethical supervisors have a more positive impact on their workers. Even if a worker will still perform in the class room, if the leader is unethical it can result in faculty members pulling back their support for other initiatives outside of the classroom. The findings also revealed that persons have no difficulty working with a supervisor who has proven to be ethical but when that supervisors breaks the trust of the employees by being unethical it becomes difficult to work with the supervisors and employees often tend to avoid being in contact with the supervisor on a consistent basis.

4.10 Overarching Theme 6 – The Need for Ethics Training

The need for ethics training was another focal theme that emanated from the focus group discussion with subthemes such as lack of seminars, courses, and training manuals. The focus group felt that there should be training manuals on ethics that employees can refer to for information. These manuals should be posted on the college's website or have a shared location system where all employees can access the documents. Furthermore, sending employees on ethics training courses would help to develop ethical skills that are essential in the day to day operations of each school. It may also be useful to have in-house training conducted by internal and external presenters that would help to bring about ethical awareness among faculty and staff. One key aspect of training that was mentioned was that management should incorporate ethics training in the annual faculty seminar in that way all employees would have been exposed to the training at least once per year.

The findings from this study supported those of Haenicke (2000) who suggested that lack of training on ethics makes it difficult for leaders to make decisions, especially when it comes to those assuming supervisory roles for the first time. There should be some formal orientation or training that would assist new supervisors at COB in coping with the role from an ethical stand point. This same training should act as a refresher or reminder for those performing in existing supervisory roles, to ensure that their behaviors are in line with the organizations' values. To justify the notion that ethics training is required within the college, the respondents stated the following to further buttress the findings:

FGM One: "Ethical awareness can be enhanced by incorporating training for chairs, deans and HODs so they can be better equipped to deal with ethical issues. One way to do this would be to have this training incorporated in the annual faculty seminar

that is conducted at the start of each school year. In 2004/2005 there were more focus on ethics, but that era seemed to fade away over the years.”

FGM Two: “Training is absolutely necessary to build awareness as there is a disconnect between the organization and what constitute sound ethical principles. There can be faculty workshops, especially during the annual faculty orientation, online workshops and continuous training on the part of faculty and staff, not just one-off workshops.”

FGM Three: “To build ethical awareness across the institution it is important to incorporate training. Faculty should be trained on how to conduct themselves among their students. It is important for expats to receive formal training on acceptable conduct that is appropriate in the Bahamian culture. For example, you may not want to greet a student with a kiss even though that is accepted in your culture.”

FGM Four: “In order to build the level of awareness an ethics policy should be introduced. Also, training is required for staff and faculty regarding ethical conduct at work which should translate to students as they are being prepared for the working world. This training should be continuous and not a one-time event.”

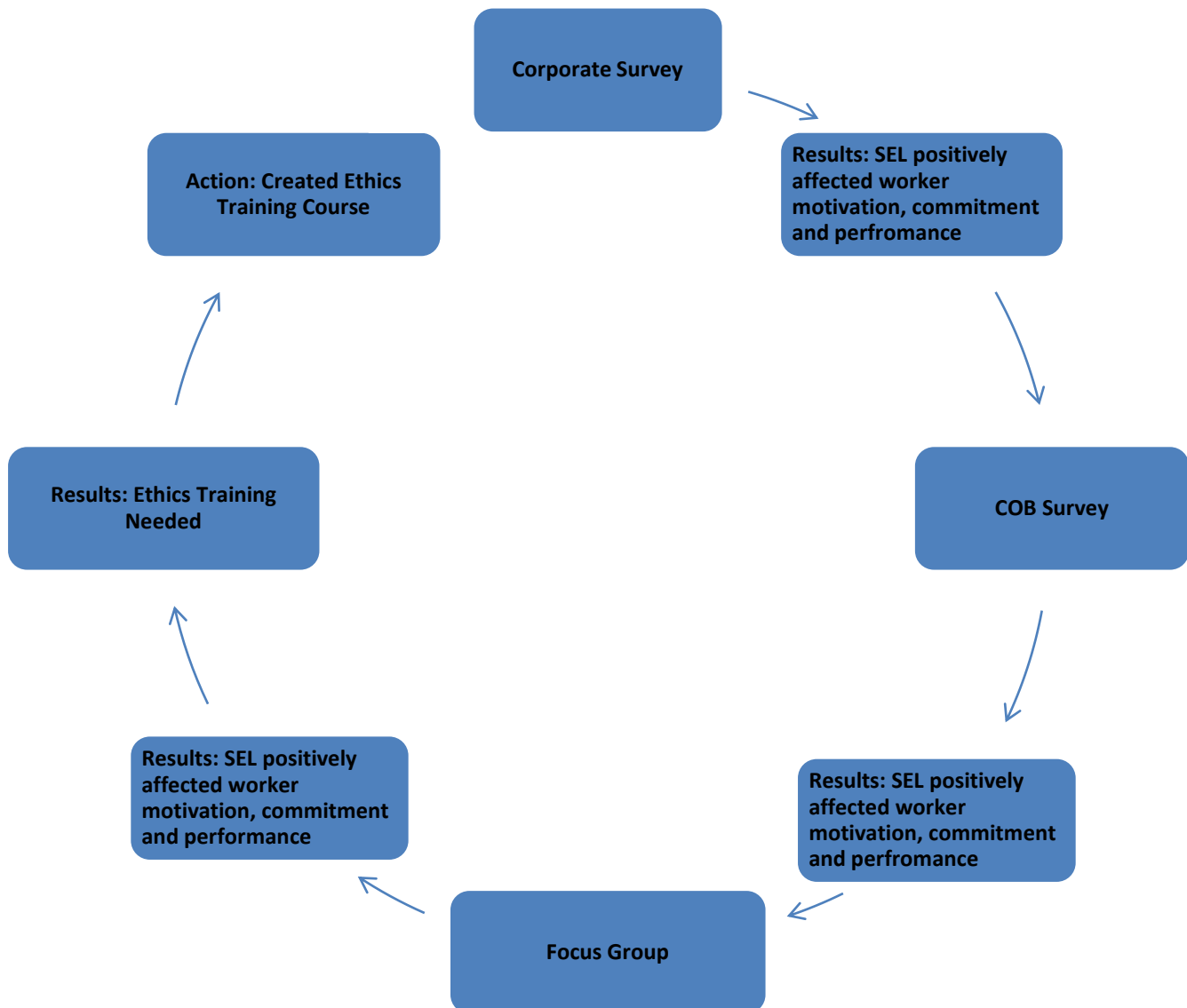
FGM Five: “Training is needed in the area of ethics and can be incorporated in the annual faculty seminar, introduced in each school where seminars and courses are held on a regular basis. The implemented initiative must be geared towards the leadership down to the faculty and staff and pass on to the students.”

4.11 Summary: Linking the Findings of the Surveys and Focus Group to Action Taken

This section will demonstrate the association between the surveys, focus group and the actions taken by the researcher. The findings of this study showed that ethics was a crucial factor among employees and their supervisors and that ethics can make a positive impact on worker behavior.

Figure 3 provides a diagrammatic representation of the process:

Figure 3 - Link between Surveys, Focus Group and Actionable Knowledge



As depicted in Figure 3, surveys were conducted in two settings, firstly in corporate Bahamas and secondly in the College of The Bahamas (COB), to determine the impact of SEL on employee outcomes (motivation, commitment and performance). The results of both surveys were uniformly positive as presented in Tables 6 and 7 respectively. Consequently, the COB survey corroborated the results of the corporate survey and provided the impetus for further inquiry into the impact of SEL on workers in the institution. These findings then became the basis upon which the focus group discussions were framed, by putting ethics at the forefront of the discourse. Knowing that SEL was discovered to have had a positive impact on employee motivation, commitment and job performance both in the corporate and COB surveys, it was crucial to ask the focus group direct questions relating to these results to ascertain their input based on their lived experiences. For example, the following question came directly from the corporate and COB survey results:

“How does the ethical behavior of your supervisors (HOD, chair or dean) affect your motivation, commitment and performance at work?” By answering this question, data was created by the focus group that was used to compare the results of both surveys to prevailing themes from the group.

Results from the focus group further supported the finding that SEL positively impacted worker motivation, commitment and job performance in COB. More specifically, they highlighted the six key themes or areas that were addressed as part of a holistic approach to ensure that more awareness was drawn to ethics within the institution (Table 10). Hence, an important element of the focus group findings was to provide ways to improve ethics within the institution. By confirming that SEL had a positive impact on worker motivation, commitment and performance in COB and that ethical awareness was lacking in the college due to the absence of policies and guidelines, the researcher was able to use these findings to engage the focus group and provide a

connection to creating managerial action for the college. For example, another question that was presented to the focus group because of the survey findings was, “what can be done to improve SEL within the college?” From this question the researcher was able to gather information from the group to create practical solutions for the college. This ultimately led to the notion that training was necessary and this training would come in the form of an official ethics course that all employees within the institution would take.

In summary, the findings from the focus group confirmed the findings from the COB survey which previously confirmed the findings of the corporate survey in that SEL had a positive impact on worker motivation, commitment and performance. Furthermore, it was discovered that supervisor ethical leadership was not only important to corporate Bahamas but is also important to COB as was highlighted in Table 10 and that trust was a critical factor among supervisors and staff. Also, there was a lack of ethical awareness within the college and more discussions and creation of policies to govern ethics within the institution must be constructed. Some of the respondents felt that the supervisor’s ethical conduct does not affect their performance in the classroom. Notwithstanding, SEL affected other areas their performance such as service to the department or the school. Finally, this led to the unanimous decision by the focus group that training was necessary through seminars, manuals or the design of an ethics course. The group emphasized that significant areas of the course should include topics such as what is ethics? Types of ethics approaches, steps to making ethical decisions and how to handle ethical dilemmas such as plagiarism, lying, stealing, falsifying grades, and nepotism to name a few. The managerial action of creating an ethics training course was a result of the combination of the survey results and the interactions of the focus group which will be discussed in detail in chapter 6.

Chapter 5 – Discussion

The impact of supervisor ethical leadership on employees' outcome has been addressed by several authors such as Brown et al 2005 and Ruiz et al 2011. However, these authors focused on private sector organization and not an academic setting. The aim of this research was to demonstrate how the findings from the focus group can help to build ethical awareness within the college and to ultimate hands-on solution specific to College of The Bahamas. According to Kidd and Parshall (2000) the findings from focus group discussions help to create a clear picture of the phenomena being experienced within a specific context by a group who shares similar characteristics and experiences. Therefore, to understand the context and meaning of what employees of the college experience regarding ethical leadership, it was important to hear from the voices of those who work in the institution.

To begin the discussion, it is important to restate the findings as shown in Table 10. Six overarching themes manifested from the focus group discussion. The themes were later refined to give a clear picture of the story being told by the focus group. The predominant themes within the study includes (1) The role of supervisor as ethical leaders, (2) Lack of ethical awareness among employees, (3) Absence of a code of ethics, (4) The role of trust, (5) SEL affects employee outcomes, (6) The need for ethics training. There was a great deal of connectedness between the themes which depicts a clear picture of what is being experienced by members of the College of The Bahamas.

From the overarching themes, it was evident that SEL should be a key factor within the college; however, there seems to be a continuous lack of awareness among faculty and management as ethics is not being discussed on a regular basis. To further exacerbate the problem,

there are no formal guidelines or code of ethics that employees are expected to follow. Consequently, employees feel unsure as to what decisions to make when ethical infractions are committed, leaving employees to talk in isolation and not under one voice, grounded by a formal code of ethics. This further causes employees to feel some element of distrust when decisions are not being made in a consistent manner and persons do not get a clear path to follow from their leaders. In these ethical situations, employees are sometimes impacted by the behavior of their supervisors as they work closest with the employees. The impact can sometimes come in the form of outcomes such as motivation, commitment and performance. Of which members of the College of The Bahamas stated through their collective voices that supervisor ethical behavior does not impact their motivation, commitment and performance in the class room. However, they are sometimes conflicted and withdraw their involvement in other areas due to the lack of trust that may exist among worker and unethical supervisors. Sometimes causing faculty members to minimize interactions with their supervisors.

5.1 Supervisors as Ethical Leaders

From the focus group discussion one of the key findings was that supervisor ethical leadership is important in the college and as such supervisors should be given more formal authority. Often times within the college, the role of the supervisor is not emphasized as one having the power to reward or to punish faculty as with most private sector employees. There seemed to be a keen focus on the supervisory role with the college as one that is predominantly administrative. This involves preparing reports and submitting documents to senior management. However, the supervisor, especially at the level of HOD and chairpersons may only make recommendations and not make decisions. This can sometimes hamper the way in which a supervisor gets his or her job done. When it comes to ethics the supervisor must be viewed as one

of the driving forces behind ethical decision making and should be able to exact consequences for those who are in breach of ethical values. According to Brown and Trevino (2014), leaders are role models who have the power to influence and also the authority to reinforce widely accepted ethical norms in the organization, this is legitimized by their formal power and capacity to reinforce organizational values. As such supervisors should be regarded as having the power to influence the ethical climate within the organization with a view towards leading others in the direction of ethicality through his or her words and actions, backed by the core values of the organization. Furthermore, when the supervisor is seen as walking the walk and talking the talk it is said that employees often seek to emulate those leaders (Mayer et al, 2010 and Weaver et al, 2005). If a supervisor is only seen as a clerical or administrative employee for the senior management team, then the role of the supervisors as a leader can often be undermined. Therefore, it is vital to ensure that supervisors have clear instructions of what their roles are. It is equally as important for workers to understand the role of their supervisors and hold them accountable. The introduction of the ethics course at COB will help to spark this discussion, create an awareness and ensure that both employees and supervisors understand how to handle issues of an ethical nature.

5.2 Lack of Ethical Awareness

The consensus of the focus group was that there is an apparent lack of ethical awareness within the institution as discussions on ethics happen very infrequently. The respondents all echoed the same sentiments when it came to ethical awareness within the college. They felt that not much was being done to foster an environment where ethics is taken seriously and where people feel some sense of responsibility and accountability when it comes to ethical infractions. There was a sense that management should do more to drive the message home that ethics is one of the organizations crucial values that must not be taken lightly. Furthermore, ethics should not just be

overemphasized when it comes to misconduct such as cheating and plagiarism among students. There should be a strong message sent that both faculty and students are responsible for upholding ethical values regarding cheating, plagiarism and other factors such as lying, stealing and misrepresentation of facts.

One of the main points to emerge was that discussion regarding ethics should not be a onetime event or only when something goes wrong but there should be ongoing discussions to remind employees of their ethical responsibilities to themselves, students and the institution as a whole. Furthermore, conducting oneself in an ethical manner should not just be reactionary but proactive in the sense that those in authority are not shy to having open and candid discussions on what is going on in the organization regarding ethics and how to address certain issues should they arise. Letwin et al (2011) spoke about having open discussions regarding ethics in the institution and added that this kind of behavior sets the tone for the organizations members and creates opportunities for learning and resolution of organizational issues. The introduction of the ethics course will add value to the organization by helping to not only create awareness and spark open dialogue, but it may help employees to perceive that their leaders care about morality and are doing their part to drive the message regarding upholding the core values of the organization which are truth and integrity. The course will now be a part of the institution's ethical mandate and will help to diminish the notion that dealing with ethics within the college is reactionary and only emphasize when students commit an infraction.

5.3 Absence of a Code of Ethics

Another point of interest emanating from the focus group discussion was that the absence of clear policies and guidelines on ethics makes it difficult for supervisors to hold employees accountable. Not having a clear code of ethics makes it difficult to hold employees responsible for

their actions as employees can claim ignorance of the fact or that he or she did not know how to handle a situation because there was no policy in place. It makes good business sense to have clear guidelines that employees can ascribe to when dealing with matters of an ethical nature (Sonfield, 2014). The guidelines create uniformity and hold every individual accountable to the same standard (Haenicke, 2000).

With no stipulated guidelines or code of ethics in place, supervisors are left to make decisions that may not be consistent across the board. This can sometimes become problematic as people often compare how one supervisor deals with an issue, with how another supervisor makes decisions given the same or similar scenarios. This can lead to the appearance of biases and distrust as workers can easily claim that the supervisor is showing favoritism. Which may lead to employees not being able to trust their supervisors if they appear to be flip flopping on issues because they do not know how to go about tackling a problem.

While there are no clear guidelines for dealing with matters of an ethical nature when it comes to faculty, the ethics course represents the beginning of a dialogue to create a code of ethics. The mere fact that management of the college is engaging workers and having the discussion about ethical conduct can be the first step in the direction of creating a code of ethics. The course speaks to topics that are current and relevant and can be the engine to get workers to be excited about participating in the discussion and development of the code of ethics to guide the behavior of all members within the institution.

5.4 The Role of Trust

On the subject of trust, the respondents found trust was very important as employees tend to support supervisors whom they perceive as trustworthy. The findings from the focus group discussion revealed that employees tend to avoid or not support supervisors whom they do not

trust. The consensus of the group was that when trust becomes an issue they are inclined to avoid dealing with that supervisor and would only do so when it was absolutely necessary.

From the findings, it is evident that trust was paramount among supervisors and employees as this was constantly communicated by the focus group. It was noted that when employees trust their supervisors they are more willing to take part in related initiatives. This finding is consistent with Chen et al (2008) who avowed that leaders who displayed trust were better able to build mutual respect and improve worker outcomes. Michaelis et al (2009) also touted comparable sentiments by predicting that employees identified with leaders who were perceived as truthful or trustworthy. Further to the findings of this study is the notion that employees who see their leaders as exhibiting trustworthy behaviors were more willing to remain committed to the organization. In a similar manner, Fritz et al (2013) supported these findings by alluding to trust as a critical characteristic of a leader that helps to build organizational commitment in employees.

This study also proves that positive relationships exist among supervisors and their subordinates when the communication among them is built on trust. Furthermore, the findings of this study were consistent with those of Gu, Tang and Jiang (2014) who found that employees were drawn to leaders who exhibited positive characteristics such as trust and fairness in their social interactions within the organization. Therefore, this study coincides with many of the researchers who spoke about ethical leadership and can add to the existing literature on the notion that ethical leaders in the College of The Bahamas do have influence on their subordinates' work outcomes.

5.5 SEL Affects Employee Outcomes

When discussing employee outcomes such as motivation, commitment and performance, the group found that supervisor ethical leadership behavior negatively affected employee outcomes as it relates to providing service to the department or school. For example, some employees claimed that they would not support an initiative being led by an unethical supervisor or one who they do not trust. They may even avoid going to meetings just because of that supervisor. However, the same group revealed that supervisor ethical leadership behavior does not affect their motivation, commitment and performance in the classroom.

There was clear distinction between classroom performance and other services to the school or department. Most persons felt that they loved their jobs and are highly motivated, committed, and performed above standard when it comes to being in the classroom. They did not let their feeling towards their supervisor or the ethical behavior of their supervisor negatively affect them in the classroom setting. However, the group did admit to having a better working relationship with supervisors whom they perceive as being ethical and would support initiatives put on by those supervisors.

According to the responses given, it was evident that the supervisor does have the ability to impact the employee's job outcomes though not by negatively impacting the classroom experience. Even though the respondents separated classroom experience and departmental support in looking at the overall picture it is reasonable to say that the ethical conduct of the supervisors does have a positive effect if the supervisors has good moral and ethical standards and when they are perceived to be unethical, employees from time to time may not be motivated to support initiatives and may also not be committed to aspects of the job. Thereby affecting the overall performance of the department or school. Similar sentiments were shared by Neves (2012)

who found that employees who perceived their supervisors to be unethical may become cynical and withdraw their efforts.

The results obtained from this study suggest that ethics is a critical factor in organizational leadership. Consequently, supervisors can positively influence the behavior of their subordinates by the way they are perceived in relation to their ethical conduct on the job. Moreover, managers can help to improve organizational commitment and job performance by emphasizing good ethical practices within their organizations (Kim and Brymer, 2011). In addition, workers may become motivated when they perceive their supervisors as acting in accordance with the ethical values of the company. Nonetheless, the findings of this study revealed that supervisors play a critical role in helping to shape their followers' ethical values within the College of The Bahamas. However, this is contingent upon the level of trust, authenticity and integrity on the part of the supervisor especially when it comes to workers supporting supervisor led initiatives outside of the classroom.

It was revealed that the ethical behavior of supervisors does in fact have an effect on the employees who reports directly to them, especially when it comes to job outcomes. In other words, supervisors' ethical conduct does help to positively influence employee motivation, commitment and job performance. Moreover, the results of this study support the literature and findings put forth by Brown, et al (2005), Walumbwa et al (2011) and Mayer et al (2009), all of whom theorized that there was a positive connection between ethical leadership and employee job outcomes.

5.6 The Need for Ethics Training

A conclusion by the focus group was that training is necessary to create ethical awareness in the college and this can be done through courses, seminars and manuals. There was no doubt among the respondents that training is a key solution to build ethical awareness at the College of The Bahamas. Persons thought that this training can come through multiple sources and can act as a starting point for a practical solution until a code of ethics is developed. One of the suggestions was to incorporate an ethics seminar within the faculty seminar that is conducted each year. By doing this it will help to ensure that faculty members receive formal training on ethics at least once per year. It was also noted that an ethics course must be designed to enlighten faculty as to the importance of ethics in academia, what it is and how to address certain issues that may arise as a result of ethical misconduct. It was said that the course should be comprehensive and mandatory for all employees and in this way, management can be sure that each employee receives uniformed information regarding ethics in the institution. Another solution that was suggested by the group was that of creating manuals that supervisors and employees can use as go to sources when faced with ethical infractions.

From the discussion on training, the focus group thought that creating an ethics course would be a better option to start with as it allows for immediate action and that enable employees to take the course face to face and an online component can be later added for continuity. They felt that the seminar idea was good but during the faculty seminar the agenda can sometimes be hectic as different constituents jockey for spots to showcase their interests. In addition, having the manuals is also a clever idea but like the preparation of the code of ethics, the manuals would constitute a longer process and can be scheduled as a future activity. However, to get the ball rolling the ethics course was ideal as it does not require the level of resources and manpower that

the other two options require. In totality the group felt that the discussion regarding ethics and training for employees was timely and a much-needed intervention to create the level of awareness needed to propel the intuition in the right direction from an ethical stand point.

In summary, it is reasonable to say that the discussion of the focus group shed light on the problem of lack of ethical awareness at the College of the Bahamas as members felt that ethics was not a prominent dialogue and that there should be formal codes of ethics to guide employees' behavior. It was also revealed that the impact of supervisor ethical leadership on employee outcomes, can create positive results if worker trust their leaders. In addition, supervisors can influence worker outcome in support of department and school activities. While most persons in the group held strong views regarding this impact, they felt that performance in the classroom was not affected by supervisor ethics. The discussion culminated with a commitment to develop a formal ethics course that all employees must partake in, with a view of starting the much-needed narrative on ethics and its importance within the institution. Carroll and Buchholtz (2015) posited that several proven best practices that can aid in improving organizational ethical culture include:

- a. Ethics programs and officers
- b. Code of ethics
- c. Ethics training
- d. Ethics audit
- e. Effective communication
- f. Discipline for violators

The results of this study yield similar sentiments and as such the researcher decided to focus on ethics training as the starting point of hands-on solutions for the college, with the intent of later building a code of ethics in conjunction with his colleagues. The information gathered was critical

in shaping the content of the ethics course in terms of providing contextual knowledge and broad headings for the design of the course. The materials included in the course were a direct result of the deep discussions and layering of the information to make it applicable and relevant for the members of the College of The Bahamas. The course also included themes that were less dominant that the researcher felt was useful in designing the course in an effort to give a complete picture of the views of the focus group. This included elements such as stealing, lying, plagiarism, conflict of interest and consequences for ethical misconduct. The formation of the ethics course will be outlined in detail in the next chapter. The ensuing section will explicate the contribution, practical implications, limitations and future areas of study.

5.7 Support for Existing Theories

The main objectives of the study were to address the lack of ethical awareness at COB by examining the impact of supervisor ethical leadership on worker outcomes and to create actionable knowledge that can be deployed in the researcher's place of employment. The results of this study supported the theory that supervisor ethical leadership has a positive impact on employee job outcomes (Brown et al, 2005 and Walumbwa et al, 2011). The findings in this study were similar to that of Ruiz, Ruiz Martinez (2011) and Ruiz- Palomino et al (2013) who found that supervisor ethical leadership has a strong positive impact on worker job attitudes and behaviors.

More importantly, findings regarding workers in the College of The Bahamas relative to the effect of SEL on worker outcomes were similar to findings of Mayer et al (2009) who found that employees who see their leaders as being trustworthy were more inclined to provide support to their leaders. While there were differing views as to what constitutes performance, whether class room performance or performance within the department or school, it was evident that employees in the college were willing to perform in the class room regardless of their supervisors' ethical

conduct. However, when it comes to performance in the department or school, persons were willing to withhold their services if they did not trust their leaders or view them as being unethical. Finally, all participants felt that training was needed to create ethical awareness within the college and such training may commence in the form of an ethics course and later extend to the inculcation of a well-defined code of ethics. Hence, the objectives were met in that researcher was able to ascertain clear views from the focus group regarding the impact of SEL on worker outcomes at the college. Suggestion was given by the group to implement training as a means of improving ethics within the institution along with the development of a code of ethics which will be considered in the long run.

5.8 Contribution and Practical Implications

A primary contribution of this study was the creation of an ethics course designed specifically for the College of The Bahamas. In addition, empirical data was created for the college regarding the impact of SEL on worker outcomes as there was no prior study done within the institution on ethical leadership. Prior studies used the dimension of supervisor ethical leadership put forward by Brown et al (2005); however, these studies were conducted using data from North America and Europe. This study was conducted in a small island nation in the Caribbean where the level of research is not as prevalent as the more developed countries and though contextual is significant for The Bahamas (Davis, 2014).

The data gathered has a specific implication for the College of The Bahamas, however, other academic institutions within the Bahamas can adopt the methodology to determine what results they will receive, which can be compared to that of COB to make inferences for the academic community. Another key contribution of this study is the need for workers in academia

to become more cognizant of the impact of ethics on their organizations as often times they are not challenged to become knowledgeable and mindful about ethical infractions outside of the scope of plagiarism and cheating which appeared to be “Holy Grail” of academic infractions.

Furthermore, it was noted that within the university setting, leaders should be mindful to address other ethical issues such as conflict of interest, nepotism and cronyism. In addition, it is also evident employees in the College of The Bahamas expected their supervisors to lead with integrity and build a good working relationship predicated upon trust. The use of action research is also a significant hallmark of this research in that it represents a first of its kind done within the College of The Bahamas and opens the door for action research in other areas of the organization.

The study has significant implications for supervisors given the importance attached to ethical leadership by employees (Ruiz et al, 2011). It was also discovered that trust was a vital characteristic of a manager’s behavior (Chen et al, 2008, Ponnu and Tennakoon, 2009). Those who have formal authority in organizations such as the College of The Bahamas and who are charged to lead others, must also consider the far-reaching consequence of their actions; especially the effect their actions may have on their subordinates’ work outcomes.

Another implication is that ethical organizations do not exist without ethical employees, regardless of an individual’s level in the organization. More leaders are being called upon to walk the talk, in other words, their actions must line up with the message they convey in relation to ethical conduct (Eisenbeiss et al, 2015 and Shariff and Scandura, 2014). It is important for employees to perceive their managers/supervisors as displaying the ethical values of the organization not only by their speech but in their day to day actions within and outside of the firm. Considering this, training in ethical leadership is pertinent for organizations such as the College of

The Bahamas as it helps to build awareness and keep employees accountable for their actions (Carroll and Buchholtz, 2015).

5.9 Limitations

All research comes with its inherent limitations and this body of work is no exception. First, the study relied on the opinions and perceptions of employees about their immediate supervisors. It was assumed that the respondents were truthful in providing accurate information, thereby allowing the researcher to make accurate inferences. Second, the study was done in a specific organizational context in The Bahamas and may not be generalizable to other organizations or countries. However, this research opens the door to further studies and can be replicated in other academic institutions in The Bahamas and by extension Caribbean islands such as Barbados, Trinidad, Jamaica and Cayman Islands where cultural conditions are similar.

A third limitation to this study is that the research was done using the main campus of the college and did not include participants from the other campuses. This may have implications as working conditions may be different at the other campuses and data gathered from the main campus may not be generalizable to the other campuses. A fourth limitation is that the researcher had no direct control over social desirability bias (SDB). Per Randall and Fernandes (1991), social desirability bias is a common phenomenon found in most research that involves business ethics and organizational behavior. This is the proclivity of respondents to provide a favorable perception of themselves or other persons. However, it is necessary to note that in this thesis, the respondents predominantly assessed the behavior of their supervisors and not themselves, therefore the problem may be less pertinent. The researcher attempted to minimize social desirability bias by informing

the respondents that the information they provide will remain confidential and that neither them nor their departments will be singled out.

A fifth limitation was that the principal researcher oversaw the research process and his biases and subjectivities might have influenced the research process. However, to combat this, the researcher used constant reflection and questioning of his motives during the process. Another way that researcher bias was circumvented was by asking the focus group members to view a draft of thesis document, in particular, the findings section to ensure that their views were clearly articulated, and that anonymity was upheld.

5.10 Areas for Future Studies

This study can be replicated in other organizations in the Bahamas and by extension the Caribbean region. The study created an opportunity to build empirical data for the region and to ascertain whether Caribbean leaders behave in a similar or different fashion from their counterparts in other parts of the world. In addition, informal leadership such as coworkers with the potential to influence the ethical actions of their peers can be considered, as often employees learn from each other. Another area for study would be to determine the way unethical leaders behave and does this negative behavior result in employees exhibiting the same negative conduct. Moreover, other methods can be employed such as structured interviews and observation to drill down deeper into the subject and to obtain further thoughts about the ethical behavior of leaders in academia.

The study can also be conducted in other local institutions of higher learning to ascertain if there will be similar or divergent results from that of the data gathered within the College of The Bahamas. Other researchers can perhaps use a larger number of participants within the focus group to obtain more diverse views from the group. There can also be the use of multiple focus groups

in one institution to determine if all of the groups share similar or divergent views. Finally, the research can focus on other forms of leadership styles such as transactional, charismatic or transformational to determine how they impact worker outcomes. It would be interesting to know if reward systems within the organization help to influence the way supervisors engage employees and the extent to which employees are willing to follow contingent upon the requisite rewards being tied to the organizational values and ethical conduct.

In summation, I have given a detailed explanation of the collection and interpretation of data as it relates to the effect of SEL on worker outcomes in the College of The Bahamas. Furthermore, I have demonstrated using focus group discussions how employees' voices can be used to shed light on organizational problems and consequently provide solutions that will have practical implications for the organization being studied. Consequently, I have employed action research as a viable method to identify my workplace-based issues, explore practical solutions and developed actionable knowledge through the introduction of an ethics course for employees to become aware of the implications and ramifications of ethical misconduct within the institution.

This action-oriented research allowed the researcher to gather themes that emanated from the focus group discussion to make sense of the data and to provide practical meaning relative to the College of The Bahamas and used this valuable information to make managerial decisions that would aid in building a strong ethical awareness within the institution. The results of this actionable knowledge which will be dealt with extensively in the next session, is the start of a new era in the college as ethics becomes a vital component of the organization's strategy.

Chapter 6 - Creating Actionable Knowledge

6.1 Developing Practical Solutions.

The researcher utilized information from the focus group to create actionable knowledge to address ethics among workers at the College of The Bahamas and to assess the impact of SEL on employee outcomes within the institution. One of the key findings was the lack of ethics training and due to this lack of formal training employees did not always know how to address ethical issues. Individuals are elected in supervisory roles and then expected to perform according to the stipulations of an industrial agreement with no formal training. The researcher was able to extrapolate valuable information from the focus group discussion to construct an ethics course for the institution to adopt. In addition, the mere fact of conducting this research has helped to bring about a deeper level of discussion and awareness as it relates to ethics in the college. Although this discussion was new to many, workers saw it as start to ongoing improvements in the way how ethics is handled within the institution.

According to Revans as cited in Pedler (2008), there was no learning without action and no deliberate action without learning. The researcher recognized the statement to be true and endeavored to bring about change within his organization by acting, after having learned from the survey and the focus group. However, as Revans pointed out, learning and taking action is a team effort. Further, Argyris (2003) pointed out that creating actionable knowledge is a collaborative effort that require other members of the college to actively take part in bringing about ethical awareness among faculty and staff. This section focused on creating and executing an action plan that was designed to help the institution to advance to a higher level of ethical awareness. The researcher discussed the goal of executing an ethics program for faculty and staff of the College of The Bahamas. By implementing this plan, the researcher has helped to bring about awareness

in each employee that ethics is a continuous paradigm and not a one-off event. The aim was to make ethics the norm and not the exception. The strategy was rolled out, the researcher has galvanized input from the senior management team to implement and continuously follow-up and report on the results. Table 12 below provides an outline that was followed for the development and implementation of the chosen plan of action.

Table 12 - Action Plan for Implementing Ethics Course

STEPS TAKEN	RATIONALE
1. State Intentions	Purpose, goals and vision
2. Create a Strategic Plan	Develop practical approach
3. Take Immediate Action	Implementation and performance
4. Report the Outcomes	Examine results, consequences and effects

Source: Coghlan and Brannick (2010).

I will continue this section by firstly restating the action research questions that was answered.

1. Does supervisor ethical leadership (SEL) affect worker outcomes at the College of The Bahamas?
2. What can be done to improve SEL within the College of The Bahamas?

According to both Coghlan and Brannick (2010) and Berg (2004), it was important for the researcher to first state the research questions, then gather information from participants, analyze and interpret the data, then create a plan of action to address issues.

Furthermore, the quality of this action thesis rests on the knowledge that emerges after careful inquiry through focus group discussions and its ability to facilitate managerial decision-making that will benefit the community and the researcher. According to Coghlan (2007), the knowledge that was produced is contextual and was facilitated through social accountability and reflection on the part of the researcher. A detailed account of the strategy will be discussed in the next section.

6.2 Stated Intentions

The purpose of this research was to examine the role of ethics in influencing employee outcomes and create actionable knowledge to address the lack of ethical awareness within COB. It was highlighted that ethics within the College of The Bahamas was not an ongoing discussion and was spoken about only when students plagiarize or cheat. There seemed to be no emphasis on faculty and staff adhering to ethical principles within the institution. Thus, the researcher was faced with the tasks of mapping the terrain by engaging in conversations regarding ethics (especially at the supervisory level), testing plausibility by creating a strategy that will bring about stronger emphasis on ethics and obtaining buy-in from the senior management team (Ramsey, 2014). Buy-in is critical as the key decision makers must also see the need for the change and be willing to enact the change (Zuber-Skerritt and Perry, 2002). In addition, evaluating the chosen strategy and providing evidence of its plausibility (Argyris, 2003). Finally, the researcher will conclude his work by giving candid details of reflection and his learning throughout the thesis process (Schon, 1993). By conducting this research, the principal investigator accomplished the goals of creating actionable knowledge through the development of an ethics course, sparking continued discussions on ethics and ascertaining deep insight regarding the effect of SEL on employee outcomes at the college.

6.3 Strategic plan

Emanating from the focus group was the idea that ethics training is desperately needed in the College of The Bahamas. The researcher's contribution to the study was to provide a complete training program on ethics in the workplace that can be administered in person or using online resources at the college. Thus, a course was developed for employees called "Ethics for Academia" see Appendix C for course outline. The course included information from the major themes of the focus group discussion and some of the less dominant themes that were mentioned to give a comprehensive view of ethical decision-making in the organization and how to deal with ethical dilemmas.

Course Description:

The course was designed for faculty and staff within the College of The Bahamas. The aim of the course is to build ethical awareness among employees at the college. In this course, employees learn about professional ethics and its impact on the academic community and the country at large.

Mode of Delivery:

The course will be offered in house via face to face interactions and later via online resources

Requirements:

All faculty and staff will be required to sit the course every year in fulfillment of their professional development and this will form an integral part of their annual review. Employees will take a test at the end of the secession and must receive a passing mark of 80%. Failure to receive a passing mark of 80% will result in a re-sitting of the course within a three-month timeframe.

Course objectives are as follows:

Upon successful completion of this course employees will be able to:

1. Understand the importance of ethics in the workplace.
2. Examine the philosophical approaches to ethics.
3. Identify ways to improve ethics in the College of The Bahamas
4. Explore options of dealing with ethical dilemmas
5. Evaluate ethical deficiencies within the institution and make recommendations.
6. Deploy sound ethical judgment and decision-makings when dealing with faculty, staff, student and management of the institution.
7. Examine the stages of the individual moral development and identify where different individuals fit.

The course consists of four modules that extensively discuss areas of professional ethics along with exercises and case studies for practical application (see Table 13 below and full details in Appendix D). Employees will be taught by certified professionals within the college in face-to-face interactions. Once the program is set up online, employees will be allowed to view the content and follow a step by step guide. At the culmination of the course content which is designed to last approximately three hours, the individual will be required to take an online test of 50 multiple choice questions. Once a passing mark is achieved the system will automatically generate a certificate for the employee's file.

Course Content and Rationale for Its Development

Table 13 - Module for the Ethics Course (Lessons 1-4)

MODULE 1	MODULE 2
What is ethics? <ul style="list-style-type: none">• Importance of ethics• Identify your ethical values• Three stages of moral development• Ethical philosophies• Code of professional ethics	Decision-making Model <ul style="list-style-type: none">• Identifying issues• Creating solutions• Implementing course of action• Gathering feedback
MODULE 3	MODULE 3
Ethical Dilemmas <ul style="list-style-type: none">• Avoiding pitfalls• Making the right decisions• Dealing with management• Dealing with colleagues• Dealing with students• Other stakeholders	Creating Action Plan for Ethics (CAPE) <ul style="list-style-type: none">• What am I doing well?• Which areas can I Improve?• Do I have the resources?• Who can I count on to assist me?

Module One

Module one discusses the concept of ethics by delving into its meaning, relevance and importance for employees within an academic environment such as the College of The Bahamas. Employees are encouraged to identify their ethical values and have candid discussions around the meaning of certain ethical values or the lack thereof. Participants look at the three stages of moral development (pre-conventional, conventional and post-conventional) and determine where they fit based on the definition of each stage. They also examine ethical philosophies that helped to guide

their thinking such as utilitarianism, deontology, Kantianism, utopianism, hedonism and the golden rule, to name a few.

Module one was constructed as result of the focus group discussing ethics in detail and coming up with workable solutions to the problem. The group felt that it was important to define ethics and that participants should learn various ethical philosophies that may help to guide their actions. The discussions revealed that ethics is subjective and that persons must examine their individual stage of moral development. This coincided with the premise put forth by Boones and Kurtz (2015) as outlined in the literature. It was also determined by the focus group that training was necessary to create awareness coupled with a formal code of ethics that serves as a guide to employees regardless of their ethical stance. According to McGaw et al (2012), ethics training was necessary to fill the gap between what happens, and what is expected as it relates to making ethical decisions in academia. While the group debated the process of creating a code of ethics and who should be involved, they all agreed that training in the form of an ethics course must come first as the code of ethics will require more deliberate effort on the part of all stakeholders.

Module Two

This segment of the course looks at decision making within the institution as it relates to ethical conduct. First employees identify a problem and explain why the problem is significant and the rationale for bringing attention to the problem. They in turn work in ‘learning sets’ to generate alternative courses of action and examine the viability of each. Next, they select the course of action that would best create a solution to the problem. The chosen alternative will then be implemented and assessed to determine whether it was the best course of action and what positive and negative consequences came about because of its implementation.

As a result of the focus group discussion, the rationale for module two was that a formal code of ethics is not in place, however a formal decision-making process may help to guide employee action until such guidelines are in place. This is similar to what is being done by the principal researcher to complete the thesis. The use of action learning can aid in addressing ethical issues by including employee voice to identify the problem, make sense of the situation and then come up with viable solutions to address any ethical problems among supervisors and employees. The focus group determined that allowing employees to take part in the decision-making process may perhaps help to give the employees a sense of ownership of the problem and the solution. This concept is comparable to what Pedler (2008) suggested in his premise that employees are a part of the problem and as such should be included in the solution.

As a focal point in the group discussion, it was the opinion of the group that senior management should be a part of this discussion and would require buy-in from them in order for this segment of the course to be effective. This buy-in would aid in building some level of trust among employees and supervisors thereby allowing for better dialogue. The focus group felt that once employees feel that their voices are being heard and that their opinions matter, they may be more inclined to share their views and experiences regarding ethics in the organization. This is in line with Mayer et al (2009) who suggested that having employees as a part of the decision-making process helps to build trust among leaders and followers and can consequently lead to better decision-making. Yeager et al (2007), put forth similar sentiments by stating that leaders who encouraged and included employees in the ethical decision-making process often leads to better decisions that are in line with the organizational standards.

Module Three

This module deals with common ethical dilemmas that occur in academic settings. It addresses some of the downfalls in dealing with predicaments such as feeling pressured to make decisions without sufficient information, finding it difficult to say no, following orders even when it does not feel right because it comes from a senior person and turning a blind eye to wrong doing because you do not want to get anyone in trouble. Module three deals with situations and consequences when employees are faced with ethical dilemmas involving management, faculty, staff, student and other stakeholders.

The focus group discussion revealed several themes that were less dominant but were considered important enough to be included in the study. Onwuegbuzie et al (2009) warned that researchers must be careful not to ignore valuable information because they did not appear as a part of the dominant discussion. The group felt that because there was no formal code of ethics employees did not know how to address certain issue such as lying, stealing, nepotism, solicitation for grades, sexual favors etc. Therefore, it was important to spark this discussion and speak about some of these ethical infractions that may not often be discussed, yet they present challenges for employees from time to time.

The group members were adamant that the roles and expectations of management, faculty and students be discussed as it is often easier to deal with infractions committed by students. However, when it comes to addressing faculty regarding ethics, the procedures and consequences are usually not clear. The suggestion was made by the group to include practical examples to help to steer employees in the right direction. The thought process behind this module was to allow employees to have practical examples of how to deal with ethical infractions that may occur, but employees may be apprehensive to discuss. For instance, if a student is caught cheating he or she

is brought before a disciplinary board, but the consequences may not apply to a faculty who has committed an infraction because persons may not feel comfortable reporting that faculty to higher authority, especially if the person is in a supervisory capacity, for fear of reprisal. In this section of the course persons are given a step by step approach to reporting the matter and guidance as to how other persons have dealt with similar situations.

Module Four

As a part of the accountability measures, module four enables employees to take responsibility for ethical awareness and communication by using what the researcher calls the C.A.P.E. system to cover them and ensure that any exposure to ethical misconduct is well documented. The acronym C.A.P.E (Creating Action Plan for Ethics) was developed with input from the focus group discussions and looks at creating an action plan for ethics where everyone is held responsible for developing a strategy that helps them to address ethical issues in the institution both at the department and the school level.

The focus group felt that it was a clever idea for employees to acknowledge how well they are doing in relation to ethics and what areas they can improve to ensure that they make better ethical decisions. The focus group also placed an emphasis on employees knowing who to go to for assistance and how they can get access to additional resources. The thought process behind this segment of the course came about because the group felt that employees were often unsure as to who can best address their concerns. One key point that came out of the discussion amid the absence of a formal code of ethics and clear reporting guidelines, was that employees must feel that key personnel are in place to address their concerns.

6.4 Take Immediate Action

Revans as cited in Pedler, (2008) admonishes practitioners to act immediately following learning about their workplace issues. The researcher has taken the opportunity to present his findings to faculty within the school of business, the focus group and the dean of the school of business. Attempts have been made to implement the above strategy; however, it will be a continuous process as the implementation of any plan takes considerable amount of time to be executed in an academic environment such as the College of The Bahamas. This is primarily due to the structure and levels of red tape and politics involved. For example, there is an established board or committee to make decisions on various matters. Once a decision is made it must then be forwarded to the senior team to be ratified and in some cases forwarded to the college council for final approval. This process can sometimes be daunting. In the case of the researcher's espoused plan for inclusion of an ethics program in the annual faculty seminar, a team was established to organize the seminar. To gain access to the committee, the researcher formed an alliance with the dean of the school of business to gain support for the proposed ethics course for faculty and staff. The dean of the school of business is a proponent of ethics within academia and agreed to push the implementation of the course as it will help to add tremendous value to the institution.

The decision was made to include the course in the annual faculty seminar for August 2017 (see Appendix E). This was a huge step towards the goal of bringing about ethical awareness. The course was discussed in the school of business in that all new and existing faculty members will take the course as a part of their orientation process in the school. This again, was a significant step towards achieving the objective of creating ethical awareness within the school of business and by extension the college.

The researcher was given the opportunity to deliver the course content during the annual faculty seminar August 2017 (see Appendix E for approval to present.) The course was delivered before an audience of 150 faculty members which represented approximately 50% of the faculty. The participants were excited about the course as it represented a first of its kind. There were a few questions arising from the course presentation at the seminar. Persons wanted to know why was the course being introduced and what took the college so long to have this discussion and more importantly where do we go from here? The researcher informed the audience that the discussion is now being had and that the aim is to have more ongoing in-depth discussion regarding ethics in the institution. The course was the starting point and that in the future it is intended that a team of employees will work to create an official code of ethics for the institution.

The feedback was overwhelming as many thought the course was long overdue. In fact. One faculty member had this to say:

“It is very refreshing to hear a discussion on ethics as this was long overdue. I cannot remember the last time we had an open conversation on the subject of ethics!”. Another employee stated, “This is indeed a new era in the history of the college, Kudos to Mr. Davis for leading such an initiative.”

An overall feedback of the session was summarized and sent to the Provost as an avenue for creating a well document journey to include ethics in the strategic direction of the College of The Bahamas.

6.5 Reporting the Results

In discussing the ethics course with the dean of the school of business she felt that the course was long overdue (see Appendix F). In addition, the senior management team gave permission for the course to be included on the agenda for the annual faculty seminar during

August 2017. The researcher was commended for delivering a stellar performance at the annual faculty seminar. The researcher obtained feedback from members of the focus group, who thought the course was a good fit and have given their support to encourage persons to take advantage of the opportunity to attend future sessions that will be planned throughout the semester. They also suggested that a team be selected to put forward a proposed code of ethics for the institution while the faculty were in high spirits and excited about the move to include ethics training as a part of the faculty seminar.

According to the feedback received, it was suggested that the team that leads the development of the code of ethics should involve members of faculty, staff, senior management and students. The chair of the school of business was impressed with the delivery of the course content and has volunteered to be a part of the steering committee to develop the code of ethics. As for the researcher, he was quite pleased with the progress so far and realized that the change is continuous and will not happen in one setting as we do not have all the answers (Ramsey, 2014). The proposed change was only the beginning of a better awareness regarding ethics at the college. Starting the discussion and presenting at the annual faculty seminar was a small step in the right direction.

6.6 Final Summary

The ethics training course was a first step in the direction of creating ethical awareness. The course can be further developed to incorporate more elements and expand its content and delivery over time. The key is for employees to see that the college is making a deliberate and continuous effort to keep them aware of ethics within the institution. Another key step is to devise a formal code of ethics that will govern employees at various levels and areas in the institution. This again, requires the effort of a team of practitioners who see ethics as paramount and would

make the sacrifice to put thoughts and action into creating a formal document that can help to augment the contents of the ethics course. Notwithstanding, this appeared to be a start in the right direction and can be the catalyst for the change that is necessary to create an institution predicated on high ethical standards.

6.7 Brief Recap

This study provided the readers with an in-depth knowledge of the effect of supervisor ethical leadership on employee outcomes for the College of The Bahamas. Furthermore, the study provides other researchers with a theoretical foundation to build on as it relates to conducting action research. As it relates to the College of The Bahamas there is now empirical data to suggest that supervisors play a critical role in influencing the work outcomes of their subordinates in the institution. More importantly there is a need for ongoing training on ethics within the college, however, the journey has already begun to create a culture where ethics is a fundamental part of the colleges' values. When it comes to the College of The Bahamas no study of this kind was conducted before and now the college has a well-documented piece of work to build on for future studies. The study also provided actionable knowledge which is practical and relevant to the development of College of The Bahamas.

The remaining section will focus on the researcher's journey over the course of the thesis preparation and his experience in writing the doctoral dissertation. The segment will also cover important learning from engaging the literature review to designing the right methodology and effecting change to advance ethics within the College of The Bahamas. The piece will culminate with a crescendo of realistic narrative that makes the thesis experience an uphill journey and the DBA studies at University of Liverpool a unique and rewarding one. The researcher will then state his intention for future research and personal development.

Chapter 7 – Reflecting on the Research Thesis Process

7.1 Starting the Thesis Process

Upon successful completion of 8 taught courses, 2 residencies, a mini research paper and the doctoral development plan I was now ready to engage the thesis process. In 2013, I began the process of writing my research proposal and seeking written approval from the ethics committee. I first thought about what topic I would write on. It did not take me long to figure out that my area of interest is business ethics based on the number of ethical misconducts that was taking place in the local and international arena. My topic materialized when an ethical scandal involving an employee of my establishment was the focus of much media attention. However, I noticed that the ethical mishap of the employee was not being discussed in the college. I had many questions as to the involvement of the leaders in the scandal especially the role of the supervisor. Hence my topic was formulated.

The journey started out as a didactic expedition with copious insecurities because I have never written a paper of this magnitude but with the guidance of my doctoral supervisors I was well on the way. A key step in the process involved constant refining of the research proposal which took almost a year of critical analysis from the ethics committee. Ethics forms a critical element in business research and as such my goal was to guarantee that my work embodied sound ethical principles that are consistent with the high standards expected from an academic scholar. For example, it was my intention to pledge that I was producing an original work and that all materials used in the production of my thesis was appropriately cited according the guidelines advocated by University of Liverpool. The requisite ethical approvals were granted by University of Liverpool in March 2014 (see Appendix G). This process was important as it provided

safeguards for both the researcher and the participants by presenting a clear picture of their involvement and any possible implications for taking part in the study.

Once approval was granted I met with my doctoral supervisors to discuss the action plan of the various stages and timeline for completing the thesis. Being a full-time worker at the college meant that I would have to balance my time wisely. However, with three months of summer vacation I was willing to use that time to do most of my writing. Before the process began I took time to think about my stance as a researcher and how I would tackle the thesis. The following section gives an explanation on my decision to formulate my thesis through the lens of a subjectivist researcher.

Table 14 - Summary of Ontology, Epistemology and Methodology

ONTOLOGY	POSITIVIST VIEW	RELATIVIST VIEW
The study of the nature of what constitutes reality	The existence of a single external reality	The existence of multiple realities based on context.
Epistemology		
The study of knowledge and the relationship between the researcher and the researched	The use of theories and hypothesis to generate knowledge that is objective and generalizable	Seeks understanding by using perception and experience of those in the environment to gain specific and contextual knowledge.
Methodology		
Research Focus	Focuses on description and explanation. Usually seeks to answer the questions who and where	Focuses on understanding and interpreting. Usually seeks to answer the questions when and why
Researcher's Role	The researcher is an external observer who aims to generate knowledge through logics and objectivity	The researcher is an experiential learner who becomes partially involved in the generation of knowledge by conveying feelings and reasoning based on pre-understanding of the phenomena being studied
Methods Used	Generally, uses quantitative methods involving mathematical and statistical tool such as survey instruments, regression etc.	Often uses qualitative methods such as interviews, focus groups etc.

Source: Creswell, 2007.

7.2 The Researcher's Stance

One of the exercises in the modules was to pinpoint my epistemological and ontological stance as a researcher. I came to grips with the reality that I am now commissioned to think about my stance as researcher on a deeper level and put my thoughts and action in motion. The idea that there are multiple truths and that human beings play a vital role in making sense of their environment by engaging in deliberate discussions continued to linger with me (Johnson and Duberley, 2000). It was therefore important for me to determine these truths by using the voices of employees within the college to explore the phenomenon of ethical leadership and create contextual knowledge with a view of taking action.

Table 14 above clearly outlined some of my learning and thinking towards my stance as a researcher. I realized that as an action researcher I was able to tackle my organizational problem using any methodology that seemed appropriate and practical to me as a researcher and thus began to think along the lines of using a mixed methodology to engage my studies (Leech and Onwuegbuzie, 2007). This then led me into an entirely new train of thought as a fledging researcher, that amalgamating qualitative and quantitative methodologies may be necessary contingent upon the context of the investigation. Several authors supported this view including Creswell (2007), Easterby-Smith et al (2008), Brannick and Coghlan (2007) and Denscombe (2008). As told by Easterby-Smith, Thorpe and Jackson (2008), management research included multiple disciplines, anthropology and economics, psychology and sociology, therefore this makes it difficult to come up with one best way of conducting research. Likewise, Brannick and Coghlan (2007) argued that there are no privileged techniques for shepherding research in management. Therefore, each investigator relies on his or her epistemological and ontological belief. Similarly,

Johnson and Duberley (2000) offered that management researchers can claim no privileged methodology when it comes to providing practical solutions for today's business problems.

It was at this juncture that I became more comfortable with my epistemological and ontological positions. I was more cognizant of the underpinning assumptions that would influence the way I execute research. Such as my belief that leaders play a key role in organizational improvement, employees are partners in their own success and that of the organization and that there are divergent ways of getting to the truth and that this "truth" is contextual. With these premises, I made the decision to be open to multiple approaches and hence adopt a mixed method approach for my thesis. However, it was critical for me to be able to address my biases and subjectivities so as not to hamper the research process, this was done through constant reflection on my thoughts and action.

I used the data and results from the corporate survey and the COB survey to engage the focus group. I relied on the experiences of focus group to craft a compelling story regarding ethics in the college. This proved to be quite rewarding as I was able to engage the focus group on a deeper level and garnered valuable information. The focus group discussion took me into realms of my research that I did not know existed because of my biases and subjectivity. The group discussed relevant information that allowed me to formulate themes that later depicted a lucid story that helped to validate my research topic. This allowed me to reflect deeper on the process and engage the data with more precision to clearly craft what the respondents were saying into an accurate story of their lived experiences. The next section will discuss my involvement as reflective practitioner.

7.3 The Reflective Practitioner

Being a reflective practitioner was important as it allowed me to examine my inherent biases. By doing this I was better able to deal with others and become more open to the views of others and to question my thoughts as I embarked upon conducting research. Reflectivity according to Thorpe and Holt (2008) is the ability of researchers to recall their actions prior to, throughout and after the research and to make sense of the findings by challenging their actions, biases, prejudices and suppositions. Weick (2002) contended that reflectivity signals narcissistic behavior on the part of researchers which tend to make the research about them. However, I do not consider reflectivity as narcissistic but as an organized attitude to remind investigators that their opinions, cultural background, and philosophies can help to impact the study. Consequently, reflectivity includes the voice of the researcher and others to enhance the validity of the study.

For me, reflection involved asking myself questions and being honest with my input towards the research. This element of the thesis had to be addressed up front before undertaking the study. I wanted to be sure that my mind was in the right place and that practicing being a reflective practitioner would later become useful when conducting interviews and recapturing the thoughts of the focus group members. There were periods in the interview process where I had to question some of the respondents' answers as I knew of firsthand experiences with their supervisors that would cause them to become withdrawn from school activities. I had to learn to leave my prior knowledge out of the process by focusing on what the participants were saying (and not what I thought I knew) in an attempt not to distort the meaning due to my preunderstanding of the situation. This was sometimes difficult, for example, one respondent stated that she enjoyed working with her supervisor and I had to get clarity as to which supervisor because she had two and it was important for her to clarify and state why. Reflectivity also presented an opportunity for

the researcher to learn more about himself as he wrote the thesis and kept a journal of his thoughts and observations. In addition, this helped to add an element of authenticity to the thesis by ensuring that information is accurate and free from personal interference. The following section will give a clear documentation of the process of writing the thesis which includes undertaking the research and documenting the results.

7.4 Writing the Thesis

Writing the DBA thesis was an interesting journey as it entailed careful storytelling and keeping a journal record of the activities involved in conducting research. The key point of interest for me was to address the organizational issues as an insider researcher while at the same time creating a scholarly narrative that both the organization and the University of Liverpool can relate to.

The process started with conducting a review of the literature which took a considerable amount of time as there were vast number of articles written about ethical leadership. I commenced by conducting a broad search of the literature by using the University of Liverpool database and google scholar to look up articles that had ethical leader ship as a theme. I then refined the search by focusing on articles that pinpointed supervisor ethical leadership with a keen focus on its impact on employee work outcomes. I created a list of the top articles that were published in top journals such as the journal of business ethics and the International journal of business studies. I later expanded the scope of the literature to areas such as organizational behavior, psychology, including books and journal articles in reputable business magazines. A search of the literature allowed me to pinpoint themes and areas that I would use in formulating and shaping the scope of the research.

The next phase of the research process was to consider the methodology and the research participants. At first, I garnered knowledge using a mixed method design where I conducted survey in the wider corporate Bahamas and then a narrow focus on COB with the intent of comparing the results to determine if leaders in the college differ from the wider business community as there was insufficient data in The Bahamas to draw inference about ethical leadership. This entailed administering a survey among various financial institutions, then refining the survey and administering it to employees in COB. I later used the results from these surveys to present to a focus group chosen from among my peers within COB. The focus group met, and a wide array of data was collected and examined using thematic analysis. I then highlight six overarching themes which stood out regarding ethics in the College of The Bahamas. From a deeper assessment of these themes, the researcher created actionable knowledge through the development of an ethics course.

Engaging the focus group gave ear to multiple voices and divergent views of workers in the institution. One of the key learnings from deploying this research methodology was that action research can produce a rigorous piece of work that adds value and creates practical solutions for the organization (Coghlan and Brannick, 2010). It was important for the researcher to ensure that the process was clear and that the method used was done correctly to allow other researchers to follow in a systematic fashion. The researcher also learned important lessons from his colleagues as they posed questions that he had not considered before. In so doing both the central views and the less dominant views were incorporated in the ethics course to create an element of balance that each employee can relate to (as discussed in chapter six).

7.4.1 Academic Rigour

According to Shrivastava (1987) considering rigor is important to the development of a well-documented piece of work that is entrenched in the philosophies and guiding principles that are germane to the discipline. Shrivastava (1987) further avowed that a study that is classified as having rigor is because of well-defined procedures, good data collection processes and the incorporation of empirical data to enhance validity and reliability. Likewise, relevance was important, as it adds to the usefulness of the data and its resultant outcome to endow managers with practical benchmarks for making sound decisions. Aram and Salipante (2003), further contributed to the discussion on good quality research by highlighting that relevance is the investigator's proclivity to structure the research premise to embody the setting of the organization. With these thoughts in mind, it was important for me to ensure that I followed sound research principles in constructing and articulating the purpose of my research. Hence, a documentation of the writing process gives a lucid picture of the process of producing the finished work. There was a step by step process in collecting and analyzing the data which helped to add rigor to the thesis. Persons wishing to conduct similar research in their institutions have a clear path to follow and hence the results can be compared, and inferences made. During the process of ensuring rigor and following sound ethical research guidelines, it was important for me to document my thoughts through journaling and telling a compelling story based on the data. The following sections will talk about my experience using journaling and telling a lucid story based on the focus group interaction.

7.4.2 The Use of Journaling

After gathering the data, writing the actual thesis was an awesome responsibility as it meant that I ensured that I was creating original work and incorporating and citing the work of others appropriately where necessary. The aim of the writing process was to tell a story that is succinct and well developed, thereby allowing the readers to clearly follow the study. One key element that I incorporated was journaling. Using a journal to document details of my work has helped me to capture thoughts that would have normally gone unnoticed, especially during the focus group discussion, data analysis and interpretation of the findings. There were parts of the conversation that had to be clearly thought out and therefore it was imperative to write about what was seen, heard and implied through body language and gestures. For instance, during the focus group discussion there were times when a participant kept shaking her head in disagreement to one of her colleagues who stated that his performance was affected by his supervisor's unethical behavior.

According to Koch (1998), maintaining a journal helped to preserve vital information and reflectivity on the part of the researcher. However, journaling must not be confused with record keeping as it entails analyzing, writing and rewriting. The writing process took a considerable amount of time as the work had to be edited and reedited. Through writing the thesis I had an opportunity to learn more about my organization and the importance of engaging a discourse on ethics in the college. Journaling was also essential when analyzing the data, I was able to write down personal thoughts and feelings regarding the subject, especially when it came to finding appropriate solutions to the problem.

While the focus group provided some information, it was at this point that I had to insert my recommendations. For instance, the ethics course had to include some of the less dominant themes that emerged from the focus group discussion, this was a result of me engaging the

literature and knowing this was vital in telling a good story. Furthermore, writing the thesis enabled me to tell a well-articulated story that was never told before regarding my workplace.

7.4.3 The Use of Narrative

Another key aspect of writing this thesis is being able to tell a good story (Gold, Holman, and Thorpe, 2002). I was cognizant of the role of storytelling that is entrenched in contextual knowledge and evidence from the literature (Ramsey, 2014). It was also useful in helping me to reflect on self and on my organization. It was important to self-reflect while writing, especially the results of the focus group. Making sure that what was conveyed was not misinterpreted and that my own thoughts and feelings did not overshadow those of the participants. This was one of the difficult aspects of the writing process, but once again critical reflection and self-examination has allowed me to remain focused and articulate what was said as opposed to what I wanted to hear. Another part of the complexity of writing, re-writing and reflecting on the data was that of being an inside researcher. The impact of being a native researcher will be discussed in the following sections.

7.5 Insider versus Outsider Research

The issue of being an insider versus an outsider to the group being studied has been the subject of much debate (Coghlan and Brannick, 2010). However, the purpose of this section is not to debate whether one should be preferred over the other but to demonstrate that there are differences which may affect the outcome of the study. Those who conduct research inside a setting of which they are a member often view situations differently from those who are investigating as consultants to the organization. I will examine the premise of both insider and outsider researcher

and how they differ. However, I will focus on insider research and my experience as scholarly practitioner in my organization.

7.5.1 The Outside Researcher

The outside researcher is often referred to as a consultant to the organization. He or she is hired by the organization to investigate, unearth organizational issues and recommend solutions. This person usually does not have a connection with the organization and often requires consent to conduct research in the institution. In this case the researcher does not have “pre-understanding” of the organization but would seek to learn about the entity through its policies, manuals and interviewing the employees, which also include the management team (Coghlan and Brannick, 2010). Of course, this takes time and the researcher in some cases may not be able to relate to the employees if he or she has not experienced the phenomena being studied. This aspect does not apply to my thesis because I played the role of an inside researcher which will be discussed in the ensuing section

7.5.2 The Inside Researcher

The role of the inside researcher is quite different from that of the consultant. Smith and Holian (2008) alluded to inside research can be similar to abseiling, once you have experienced the thrill of defying gravity, you would have gained an experience that one would have to experience oneself to understand your excitement (as cited in Coghlan and Brannick, 2010). This analogy may sound extreme, but the essence of the analogy is that, by experiencing the phenomena it would be easier to relate to persons in the setting. My experience of being an inside researcher was one that was very daunting. First, I had to contend with the idea that my colleagues may not

be as cooperative because of them being familiar with me as an employee and may be fearful in sharing their experiences. I was also skeptical that management might not be receptive to the idea of ethics being discussed and intimate details of the institution being divulged. However, these fears were quelled as my colleagues engaged in the process willingly. Of course, there were a few persons who respectfully declined from participating and I immediately accepted their decision by respecting their choice. This did not affect me as I told myself that everyone will not participate and that is OK. Also, I was able to get buy-in from management through an alliance with the dean of the school of business who felt the discussion on ethics was long overdue.

Coghlan and Brannick (2010) provided two roles that the inside researcher may adopt:

- Being a complete member: refers to an employee who opts to conduct research within his or her organization with hopes of remaining in the organization while pursuing a career path. As an insider, I fell into this category in my organization because my intention was to conduct research and help to solve problems in my organization.
- Being a temporary member: refers to a researcher who becomes immersed into a setting for an extended period to learn about the community by having personal interactions with members. For example, an individual employing ethnography as a method of researching the Rastafarian community. The researcher would live among members of the Rastafarian community as ‘one of them’ while collecting live data for the study. This method did not apply to this study as my research motive fell into the previous category.

7.6 The Researcher and the System

For the inside researcher, he or she may be conducting research for divergent reasons, for example as a major project or organizational change or as a requirement for a professional degree.

Whichever case, it is important according to Coghlan and Brannick (2010), to differentiate between the researcher and the system in which the research is being conducted. For example, a community, organization or department may have different ramifications. There is also an element of reflection on the part of the researcher that must be considered. For example, research that involves a self-study component. Table 15 depicts a brief synopsis of the relationship between the researcher and the type of system in which the research process is being employed.

Table 15 - The Principal Researcher and the System

THE SYSTEM NO INTENDED SELF-STUDY IN ACTION	RESEARCHER NO INTENDED SELF-STUDY IN ACTION		INTENDED SELF-STUDY IN ACTION
	<u>Quadrant 1</u> Traditional Research Approaches: Collection of survey data, ethnography, case study	<u>Quadrant 2</u> Classical Action Research: Internal consulting	
	<u>Quadrant 3</u> Practitioner engaged in reflective or professional practice	<u>Quadrant 4</u> Large scale transformational change, learning history of practice	
	INTENDED SELF-STUDY IN ACTION		

Source: Adopted from Coghlan and Brannick (2010).

- Quadrant one depicts the researcher as traditional researcher that is not necessarily investigating to take any deliberate action but may be fact finding or creating statistical data. The researcher is not reflecting, and neither are the people within the organization, he or she is simply writing a case story.

- Quadrant two looks at classical action research where the researcher is engaged in solving a problem. The researcher is studying the people within the organization or community, however he or she is not engaging in active reflection. According to Coghlan and Brannick (2010), action research conducted in quadrant two is typically carried out by MBA and other post graduate programs where the focus is led by a manager attempting to solve an organizational problem in a specified time frame.
- Quadrant three on the other hand, the researcher is doing research intended for self-study. However, the system is not actively involved in the study. For example, researchers being reflective practitioners to find out more about themselves by examining their inherent assumptions and thought processes.
- Quadrant four involves company-wide change intervention where the entire system is affected, including the researcher. Research conducted in this quadrant is transformative in nature and can include business process reengineering, organizational development or downsizing. The researcher examines the system while at the same time reflecting on his or her involvement.

The study that I conducted fell into quadrant two where I conducted research to address a critical organizational problem, as a part of my self-development and finally to fulfill the requirement central to my dissertation in the DBA program. I was required to reflect while acting, however the entire system was not aware, only selected persons who formed a part of the field study and the focus group. Here, I engaged members of the organization by hearing their views,

causing them to reflect on life within their practice and for contextual information that constituted relevant data. The data was examined by me and selected members of the organization to make sense of it.

During the process I was constantly reflecting to ensure that I remained fair and prevented my biases from unduly influencing the study. Reflection on my part was critical to the success of the study and the quality of the results yielded from the study. As a part of the reflective process I examined aspects of an inside researcher such as gaining access to the organizations members, having pre-understanding and role duality and the way it affected the construction of his thesis. The ensuing section will explain how I overcame these issues to develop the thesis.

7.7 Challenges of Conducting Insider Research

I will start this section by highlighting some of the limitations in conducting action researcher as an inside investigator. Bearing in mind that conducting inside research of any kind requires the investigator to examine the possible boundaries that may impact the way the research is conducted and the quality of the results. Dealing with pre-understanding, role duality, confidentiality and gaining access were some of the elements that I had to overcome in preparing this thesis. Bell and Bryman (2007) underscored several recurring issues that may sometimes surface when conducting research inside your own organization. They alluded to deficiencies such as not gaining informed consent from participants, abuse of confidentiality, fabrication, and lack of mutual exchange (they saw the respondent as partners and not “subjects”).

As a means of addressing these issues in my thesis, I made a few assumptions that were reasonable and justified. For instance, I presumed that the respondents understood the questionnaires and interview questions and that their participation was voluntary. To ensure that the respondents understood the questions, I ensured that the focus group questions were

straightforward, in addition I constantly asked persons if they had any further questions and input that would allow them to explain in detail. This helped the me to capture very important elements of the discussion that would make the data rich.

7.7.1 Getting Informed Consent

Informed consent refers to the act of giving respondents sufficient information about the study to help them to decide if they wish to participate. Usually people want to know upfront what the research is about, and some people may go as far as questioning the legal ramifications of them taking part. In this regard, some respondents may feel apprehensive or fearful of being implicated in any way based on their responses. However, this restriction was addressed using a participant consent form (found in Appendix C). Respondents who completed the COB survey were given the form to read and acknowledge its content before they decided to take survey. The form addressed issues such as giving the participants the right to refrain from taking part or withdrawing at any time without consequence. Participants were also reassured that their involvement was voluntary and that there was no specific benefit to participating other than assisting the researcher in gathering data that would be used in a general sense. Further, respondents were provided with email and telephone contact of the University of Liverpool along with the researcher's information should they require additional clarity.

7.7.2 Gaining Access

Acquiring access to employees in most, if not all institutions can be a complicated process. Some establishments may become paranoid or very concerned about the information that will be gathered from the organization as this information is often disseminated to the wider community, even on a global scale. Coghlan and Brannick (2010) referred to access as being primary or secondary. Primary access allows the researcher to get into the organization to conduct a study. As

a member of the organization, I already obtained primary access to employees and basic data that were not off limits such as manuals, policies and procedures which are often available to all employees or placed on the college's website. However, gaining secondary access is not as easy and may often present a challenge as information of a sensitive nature is restricted to the chosen few. Getting this information may require approval from top management. In other words, having access to one level of the organization may not mean access to the next level.

As it relates to gaining access, being a member of the COB, I was able to reach employees easily; however, access to upper level management was not required for collecting data as the study focused on lower level employees and supervisors. Notwithstanding, to gain company-wide acceptance of the proposed ethics course designated for faculty and staff, secondary access was necessary. To gain this access, I formed an alliance with the dean of the school of business who was also a member of the senior team. She was passionate about ethics and volunteered to help me gain access to the senior team. The first effort was made to have researcher present the course during the annual faculty seminar scheduled for August 15, 2016. However, this was unsuccessful but during August 2017 I along with the dean of the school of business was able to gain access by presenting the ethics course to a group of my colleagues during the annual faculty development seminar. This was a step in the right direction as many of the faculty members who attended the seminar felt that the course was timely and should be a part of the organization's strategy going forward. Hence the buy-in process was successful.

7.7.3 Maintaining Confidentiality

Upholding a high level of confidentiality was paramount on my part. Most individuals who participated in the survey preferred not to reveal their names, employee numbers, and personal data. It was my responsibility to ensure that all information collected not only remained private

but remained in a safe place, free from hackers or other threats. Regarding confidentiality, all respondents received verbal and written confirmation that their responses were private; this information was included in the participation consent form. I assured the participants that information gathered would only be used to give aggregate data and no names, emails, phone numbers or information of this nature were necessary. In addition, I reassured the focus group that all information that was discussed in the group setting will only be used as agreed and that names of the participant and their respective schools will not be disclosed. As a further precaution I kept the data saved on a password coded laptop and back up version saved to a password coded flash drive of which I was the only person who had access.

7.7.4 Overcoming Pre-understanding

Pre-understanding refers to the researcher's first-hand knowledge of the organization. Prior knowledge regarding the organization may include organizational dynamics, politics, worker tendencies, jargon, culture and tacit knowledge among others. This can be an advantage in that the inside researcher will not have to dig for this information or spend too much time preparing for the process. However, it can also be a disadvantage in that having too much information about the community can sometimes prejudice the research, especially if the researcher gets emotionally close to the respondents. They can presume too much or attempt to complete statements for respondents in an interview (lead respondents).

In relation to research conducted in my place of employment, having pre-understanding has worked to my advantage in that I knew which questions to ask, I also knew who the proponents of ethical development are within the institution and would support me gaining secondary access. Having pre-knowledge has also benefitted me in finding a feasible problem to study in my practice as I was quite aware that not much has been done towards developing ethical leadership in the

institution over the past 10 years. Despite using pre-knowledge to my advantage, the down side was that this prior knowledge might have affected my ability to objectively and accurately conduct the study, however, to counteract this pitfall I constantly make a deliberate effort in being a reflective practitioner. Continuous reflection on my part has facilitated my learning and helped to keep me grounded so as not to superimpose my opinions and actions on the research participants.

7.7.5 Managing Role Duality

Being an inside researcher means that an individual is playing two divergent roles. Supplementing an individual's customary role as an employee of the organization, alongside the role of an insider researcher can often prove to be both tricky and confusing (Coghlan and Brannick, 2010). Attempting to be a full-time employee and a full-time researcher will eventually lead to role conflict as work load increases and research perspectives changes. This difficult juxtaposing of responsibilities can sometimes lead to frustration and conflicts of interest. When does the researcher step back from being a researcher to be an employee and vice versa? However, for me the key was incessant reflection, documenting elements of the journey and questioning which role is best suited for tackling an issue.

For instance, my role as the researcher was best suited for dealing with the focus group discussion, therefore, my colleagues understood that I was one of them but in my capacity as a researcher I needed to gain knowledge to better help the organization. Outside of my research role there was a possibility that I would not have gotten the responses and participation of my colleagues as they might have become skeptical as to why I needed such sensitive information. Therefore, vacillating between the two roles meant that at one time I was their colleague leading a department then in the same vein I was their colleague leading a research initiative. These two roles were never easy to balance, but with the assurance of confidentiality and anonymity, persons

were willing to engage in the research process. The next section will look at my development over the thesis writing process.

7.8 Reflection on the Thesis Journey

As I reflect on the thesis writing process, I have seen tremendous improvements in my development as a scholarly practitioner and my ability to think critically. I have chosen to tackle a sensitive issue within my organization and because of this journey I am more equipped to tackle other issues within my workplace. Writing the document and conducting the research was not easy as it required much dedication and ‘stickability’. Writing and rewriting elements of the thesis has helped me to gain a better understanding of my organization, especially with the help of the focus group. I will now give a brief recap of the major developments over the thesis journey for me as a scholarly practitioner and for my organization in general.

7.8.1 Development as an Inside Researcher

My role as a researcher has blossomed over the thesis writing process and my ability to gather empirical data has tremendously improved. Conducting action research required strong interpersonal and researcher skills as it requires the researcher to interact with people at various levels of the organization. In addition, it requires gaining a sound knowledge of research methodologies and being able to apply them in a systematic manner that will allow others to follow. I have gained a deeper knowledge of the process of conducting focus group discussion and some of the intricacies of managing the group. When it comes to analyzing the data, I recognize that thematic analysis is an art that requires the researcher to constantly reflect on what the participants have said and did not say. I have also become more cognizant of the fact that even though there were dominant themes coming from the analysis, it was also important to take note

of the minor themes which would have been discarded as they too can help to impact the knowledge creation process and influence the action plan for the organization. For instance, I was able to include elements such as plagiarism, cronyism, stealing, lying etc. in the ethics course even though they were not a part of the dominant themes but did get notable mention when dealing with the results of the focus group discourse. Another key point of learning when conducting research is that as dynamics change it was necessary to change aspect of the study for instance, refining the topic or the method of collecting data. Overall, I have garnered a considerable amount of knowledge and experience in gathering data and ensuring that it was properly secured. In terms of improvement in my research techniques, I will continue to receive training in using research software to analyze and interpret data.

7.8.2 Development of Interpersonal Relationships

When it comes to my personal relationships with those I hold close to me, I have seen mass changes in the way I interact with them. For instance, my communication with family and friends has improved especially with my immediate family and my wife. I was able to ask better questions when communicating with family, friends, coworkers, students and more importantly, my spouse. One major development for me as a communicator was to acknowledge that there are multiple views and that there are those whose opinions are different from mine, but they are not necessarily wrong. I now use critical self-reflection on an ongoing basis to question my motives, my assumptions and more importantly my actions. Sometimes acknowledging the truth about me is not always pleasant but it is always the right thing to do. In fact, I find it revitalizing when I can face tough truths about myself and make adjustments to change. This came about because of writing the thesis and constantly reflecting on my actions and allowing the input of others by being open to multiple views. Again, the detailed discussion from the focus group opened my eyes to

various aspects of my interactions with my colleagues which included valuing their opinions, trusting that they provided truthful information and being able to listen without taking over the discussion.

7.8.3 Development within My Organization

In relation to organizational development in my role as a professor at the College of The Bahamas I have seen growth in the willingness of my colleagues to take part in a study of this magnitude. I have a renewed zeal to conduct research and I am open to working with others to conduct studies that would benefit my organization. In relation to conducting research within my organization I have learned more about the institution and discovered other areas of interest for further studies such as succession planning and top management ethical leadership. I must admit that when I started the field work for my thesis I was not expecting the overwhelming support from my colleagues but to my surprise many persons were eager to assist and provided detailed information and candid feedback. Finally, the implementation of the ethics course was a major development for my organization. Seeing people gravitate towards the ideas was very rewarding for me and the fact that most persons felt that the course was timely and long overdue, told me that the organization is making a step in the right direction. Although these changes take time and happens in stages, the goal is to see the development of a formal code of ethics that will act as a guide to hold employees accountable in the future.

7.9 Implications for Academia

Action research is a growing field that is still trying to break through in many countries including the United States of America. However, in countries such as the United Kingdom and Norway, action research has gained much ground and has continued to impact social research.

More importantly, action research in universities has been shunned by scholars as more emphasis has been placed on traditional scientific research. According to Greenwood and Levin (2007), many researchers who hold positions in institutions of higher learning often lack much of the literature on how to educate action researchers. Furthermore, Greenwood and Levin (2007) place part of the blame on action researchers because they sometimes refrain from engaging in critical discourse in favor of action research.

Nonetheless, action research is being done in university settings, but it is being done through external consultants who charge exorbitant amounts of money (Haenicke, 2000). It is time for faculty and proponents of action research in universities to exercise their talents and skills to conduct research within their own institutions. Despite the politics and the bureaucracy that researchers must contend with, conducting research in a university setting is a growing area and there is room to expand in the wider business community. Action research can aid in bridging the gap between universities and the wider society. This can be done by using trained faculty members to engage in action research in corporate institutions and may perhaps be less expensive than hiring a consulting firm. These professors will be well trained and may be able to provide a vast amount of knowledge to management and staff of these organizations. This knowledge according to Susman and Evered (1978) is a different kind of knowledge that allows institutions to solve context specific problems and expand the capacity of the members to resolve their own problems.

Within the College of The Bahamas, ethics is important not only as it relates to plagiarism and cheating but also to the way employees conduct themselves. While the dynamics for promoting or selecting supervisors are different from the corporate world, the expectations are similar. Faculty and staff expect their leaders to behave in an ethical manner. In addition, the conduct of supervisors has an impact on worker motivation, commitment and performance. For the College

of The Bahamas faculty members generally claimed that they will still perform in the classroom whether their supervisors are ethical, and they will not become demotivated if they are unethical. However, they agree that the supervisors who are perceived to be ethical gets more support and are trusted among faculty and staff.

As for ethics in my workplace, it is important to have more discussions and seminars to create ethical awareness. Employees should not be left to “do the right thing” without reminder or input from leaders within the organization. In addition, incorporating the ethics course that I proposed has started the ball rolling to build ethical awareness and the institution members can later collaborate to enhance the framework by constructing a formal code of ethics.

7.10 Implications for Future Studies

Ethical leadership is a growing field for future research especially in the current climate where ethics plays a critical role in the success of organizations. The current study gave an overview of the opinions employees have regarding their supervisors at the College of The Bahamas. employees felt that trust was paramount and that leaders who acted ethically help to positively impact employees work outcomes. Furthermore, within the college, ethics should be a key part of maintaining a good reputation and accredited standing. It is important to have further discussions and research into how faculty and staff view ethics and its impact on the lived experience of these workers. It may be also beneficial to conduct a study to show the effect that unethical faculty members have on students’ progress and matriculation. Furthermore, it is in the interests of researchers to determine via empirical evidence if graduates of the college of The Bahamas do in fact exemplify good ethical conduct when they enter the corporate world. Efforts can also be made to conduct similar studies using focus group and thematic analysis in other colleges in The Bahamas to ascertain whether the results are consistent with that of this study.

Finally, studies can perhaps be done within the college to determine the impact of top management ethical leadership (TMEL) on worker outcomes.

7.11 The Researcher's Concluding Thoughts

In summation, my journey as a doctoral scholar was an enlightening one filled with valuable learning moments. Since commencement of the DBA program in 2011, I have substantively developed my ability to think critically and to challenge the status quo. In addition, I have gained vast knowledge as a researcher, reflective practitioner, and more notably as an ethical leader. As I transitioned into a scholar and practitioner in the academic arena I have garnered tremendous appreciation for action research. With my new-found passion for studying business ethics, research along this area will be the cornerstone of my advancement in the academic community. It is my intention to continue to develop my skills by collaborating with other action researchers to solve real organization problems with the hopes of eventually going into other organizations in corporate Bahamas to conduct action research.

I am grateful to my doctoral tutors, dissertation supervisors and doctoral colleagues who have been ardent supporters in developing my research skills. The experience and knowledge gained from the program have helped me to focus more on my inabilities and inconsistencies, recognizing that it is ok to talk about those uncomfortable thoughts and feelings. In addition, my involvement with the focus group discussion has helped me to garner a better appreciation for qualitative research and the rich information that is found through employee voice. This at times was healing in that I felt much better once I unearthed some of the deeply embedded thoughts that no one knew about.

I have developed my negotiation, counseling and conflict resolution skills over the last three years of writing the thesis and I am better equipped to mentor employees when it comes to

addressing work related issues. The notion of constant reflection is a tool that I will continue to use for a very long time as it allowed me to be focused and to take emotions out of my exchanges with my colleagues, family and friends. Also, I endeavor to use this concept when conducting other business research so as not to infiltrate the study with my assumptions, biases and subjectivities. I am poised to help others around me embrace the concept of critical reflection. I use the term often among my peers, but it should in no way be taken as a term to be thrown around loosely, as reflection requires deliberate effort and acknowledgement of behaviors that can sometimes leave a bitter taste in the mouth of the reflective individual. Nonetheless, it is useful to keep me grounded whether a researcher, supervisor, employee or professor.

Finally, as I look towards the future, I envisioned myself submitting the final thesis document, earning my degree and moving to another level of development as a Doctor of Business Administration. Once I have successfully completed the requirements of the program and earned a Doctorate in Business Administration, I will use this new-found knowledge and experience to help other post graduate students to achieve their goal of earning a degree. I would one day like to become a doctoral supervisor to guide other students through the thesis process.

Overall, I have relished the didactic experience and will entreat others to embrace the opportunity to take this journey to achieve the high honor of academic excellence. I will conclude this thesis by affirming that I have evolved as scholarly practitioner since my enrollment in the DBA program and if I had to do it over again, I would gladly take up the challenge without a second thought. My objective in the future is to use my personal development (see plan in Appendix H) to communicate the knowledge that I have garnered to others and to cultivate better employees, students, institutions, communities, citizens and by extension a better Bahamas.

Appendix A: External Questionnaire

TAKE THIS SURVEY:

SECTION A (Supervisor Ethical Leadership) – You will be answering the following questions based on your opinion of your supervisor’s ethical leadership behaviour.

Please select the most appropriate answer to the following 10 questions

- 1). I trust my supervisor.
☐ Strongly Disagree ☐ Disagree ☐ Neither Agree or Disagree ☐ Agree ☐ Strongly Agree
- 2). My supervisor discusses business ethics and organizational values with employees.
☐ Strongly Disagree ☐ Disagree ☐ Neither Agree or Disagree ☐ Agree ☐ Strongly Agree
- 3). My supervisor makes fair and unbiased decisions
☐ Strongly Disagree ☐ Disagree ☐ Neither Agree or Disagree ☐ Agree ☐ Strongly Agree
- 4). My supervisor has my best interest in mind
☐ Strongly Disagree ☐ Disagree ☐ Neither Agree or Disagree ☐ Agree ☐ Strongly Agree
- 5). My supervisor does not set the example for how things should be done in respect to ethics in the company
☐ Strongly Disagree ☐ Disagree ☐ Neither Agree or Disagree ☐ Agree ☐ Strongly Agree
- 6). My supervisor expects me to achieve company goals in an ethical manner
☐ Strongly Disagree ☐ Disagree ☐ Neither Agree or Disagree ☐ Agree ☐ Strongly Agree
- 7). My supervisor inquires as to what is the right thing to do when making decisions
☐ Strongly Disagree ☐ Disagree ☐ Neither Agree or Disagree ☐ Agree ☐ Strongly Agree
- 8). My supervisor conducts his or her personal affairs in an ethical manner
☐ Strongly Disagree ☐ Disagree ☐ Neither Agree or Disagree ☐ Agree ☐ Strongly Agree
- 9). My supervisor does not listen to the opinions of employees
☐ Strongly Disagree ☐ Disagree ☐ Neither Agree or Disagree ☐ Agree ☐ Strongly Agree
- 10). My supervisor reprimand employees who do not uphold the ethical standards of the organization
☐ Strongly Disagree ☐ Disagree ☐ Neither Agree or Disagree ☐ Agree ☐ Strongly Agree

SECTION B (Employee Motivation) – The following questions seek to determine how well your supervisor assists in motivating you as an employee.

Please select the most appropriate answer to the following 10 questions:

- 11). My supervisor ensures that I have good working conditions.
☐ Strongly Disagree ☐ Disagree ☐ Neither Agree or Disagree ☐ Agree ☐ Strongly Agree
- 12). My supervisor does not recognize employees for doing a good job.
☐ Strongly Disagree ☐ Disagree ☐ Neither Agree or Disagree ☐ Agree ☐ Strongly Agree
- 13). My supervisor encourages employees to develop their careers so they can be promoted
☐ Strongly Disagree ☐ Disagree ☐ Neither Agree or Disagree ☐ Agree ☐ Strongly Agree
- 14). My supervisor encourages me to learn aspects of his or her job.
☐ Strongly Disagree ☐ Disagree ☐ Neither Agree or Disagree ☐ Agree ☐ Strongly Agree
- 15). My supervisor is not loyal to employees within the organization.
☐ Strongly Disagree ☐ Disagree ☐ Neither Agree or Disagree ☐ Agree ☐ Strongly Agree
- 16). My supervisor gets employees involved in making decisions that affect them
☐ Strongly Disagree ☐ Disagree ☐ Neither Agree or Disagree ☐ Agree ☐ Strongly Agree
- 17). My supervisor use tact when disciplining employees
☐ Strongly Disagree ☐ Disagree ☐ Neither Agree or Disagree ☐ Agree ☐ Strongly Agree

- 18). My supervisor provides incentive for doing a good job.
☐ Strongly Disagree ☐ Disagree ☐ Neither Agree or Disagree ☐ Agree ☐ Strongly Agree
- 19). My supervisor helps employees to resolve personal issues.
☐ Strongly Disagree ☐ Disagree ☐ Neither Agree or Disagree ☐ Agree ☐ Strongly Agree
- 20). My supervisor publicly celebrates employees for a job well done.
☐ Strongly Disagree ☐ Disagree ☐ Neither Agree or Disagree ☐ Agree ☐ Strongly Agree

SECTION C (Organizational Commitment) – By answering the following questions you will be stating the degree to which your supervisor helps you to feel committed to the organization

Please select the most appropriate response to the following 10 questions:

- 21). My supervisor makes it possible for me to enjoy working at my current organization
☐ Strongly Disagree ☐ Disagree ☐ Neither Agree or Disagree ☐ Agree ☐ Strongly Agree
- 22). My supervisor lets me know what is expected of me at work.
☐ Strongly Disagree ☐ Disagree ☐ Neither Agree or Disagree ☐ Agree ☐ Strongly Agree
- 23). My supervisor does not encourage me to do what I do best within my organization.
☐ Strongly Disagree ☐ Disagree ☐ Neither Agree or Disagree ☐ Agree ☐ Strongly Agree
- 24). I am proud to let others know that I enjoy working with my current supervisor.
☐ Strongly Disagree ☐ Disagree ☐ Neither Agree or Disagree ☐ Agree ☐ Strongly Agree
- 25). My supervisor discusses my future within the organization with me.
☐ Strongly Disagree ☐ Disagree ☐ Neither Agree or Disagree ☐ Agree ☐ Strongly Agree
- 26). My ethical values and that of my supervisor are similar
☐ Strongly Disagree ☐ Disagree ☐ Neither Agree or Disagree ☐ Agree ☐ Strongly Agree
- 27). My ethical values and that of the firm are similar
☐ Strongly Disagree ☐ Disagree ☐ Neither Agree or Disagree ☐ Agree ☐ Strongly Agree
- 28). My supervisor's ethical values and that of the firm are similar
☐ Strongly Disagree ☐ Disagree ☐ Neither Agree or Disagree ☐ Agree ☐ Strongly Agree
- 29). I am happy that I get to work with my current supervisor within this organization
☐ Strongly Disagree ☐ Disagree ☐ Neither Agree or Disagree ☐ Agree ☐ Strongly Agree
- 30). My supervisor does not inspire me to perform at my very best to achieve the organization's objectives.
☐ Strongly Disagree ☐ Disagree ☐ Neither Agree or Disagree ☐ Agree ☐ Strongly Agree
- 31). In my opinion, my supervisor help to make it the best organization to work for at this time.
☐ Strongly Disagree ☐ Disagree ☐ Neither Agree or Disagree ☐ Agree ☐ Strongly Agree
- 32). I would accept almost any other post within my organization to keep working with my current supervisor.
☐ Strongly Disagree ☐ Disagree ☐ Neither Agree or Disagree ☐ Agree ☐ Strongly Agree

SECTION D (Job Performance) – The following 7 questions measures how well you think you perform within your organization based support from your supervisor.

Please select the answer that you feel is most appropriate based on your performance within your company under your direct supervisor:

- 33). My supervisor does not consider me to be a top performer on the job
☐ Strongly Disagree ☐ Disagree ☐ Neither Agree or Disagree ☐ Agree ☐ Strongly Agree
- 34). My supervisor ensures that I know as much about the job as I possibly can
☐ Strongly Disagree ☐ Disagree ☐ Neither Agree or Disagree ☐ Agree ☐ Strongly Agree
- 35). My supervisor discusses customers' expectations with me on a regular basis
☐ Strongly Disagree ☐ Disagree ☐ Neither Agree or Disagree ☐ Agree ☐ Strongly Agree
- 36). My supervisor assists me in ensuring that customers are satisfied with the level of service I provide
☐ Strongly Disagree ☐ Disagree ☐ Neither Agree or Disagree ☐ Agree ☐ Strongly Agree
- 37). My supervisor encourages me to get along well with customers and other employees
☐ Strongly Disagree ☐ Disagree ☐ Neither Agree or Disagree ☐ Agree ☐ Strongly Agree

- 38). My supervisor does not provide the necessary tools for me to perform my job.
 ___ Strongly Disagree ___ Disagree ___ Neither Agree or Disagree ___ Agree ___ Strongly Agree
- 39). My supervisor would rate me as being in the top 10 percent of employees in the organization in terms of performance
 ___ Strongly Disagree ___ Disagree ___ Neither Agree or Disagree ___ Agree ___ Strongly Agree

Section E (The following questions are based on the leader-member exchange or working relationship between you and your supervisor)

Please indicate how you would rate the work based relationship between you and your supervisor based on the following questions:

40. Do you usually know how satisfied your supervisor is with what you do at work?

Rarely___ Occasionally___ Sometimes___ Fairly Often___ Very Often___

41. How well does your supervisor understand your job-related problems and needs?

Not a bit___ A Little bit___ A Fair Amount___ Quite a Bit___ A Great Deal___

42. How well does your supervisor recognise your potential?

Not at All___ A Little bit___ Moderately___ Mostly___ Fully___

43. Regardless of how much formal authority he/she has built into his/her position, what are the chances that your supervisor would not use his/her power to help you solve problems in your work?

None___ Small___ Moderate___ High___ Very High___

44. Regardless of how much formal authority he/she has built into his/her position, what are the chances that your supervisor would "bail you out" at his/her expense?

None___ Small___ Moderate___ High___ Very High___

45. I do not have enough confidence in my supervisor that I would defend and justify his/her decision if he/she were not present to do so.

Strongly Disagree___ Disagree___ Neutral___ Agree___ Strongly Agree___

46. How would you characterise your working relationship with your supervisor?

Extremely Ineffective___ Worse than Average___ Average___ Better than Average___
 Extremely Effective___

Section F (The following questions are based on your ethical values as an employee)

Please indicate how you would rate yourself based on the following questions:

47. How important are ethical values in relation to your conduct at work?

___very Important ___Fairly Important ___Neutral ___Not so Important ___Not at all important

48. How often do you use your work phone to make personal calls?

___Very often ___often ___sometimes ___rarely ___Never

49. Do you take home pens, pencils and other stationery from work?

___Very often ___often ___sometimes ___rarely ___Never

50. As an employee of the firm, I use the internet at work for personal activities.

___Very often ___often ___sometimes ___rarely ___Never

51. Do you report to work on time?

.....

☐ All of the time ☐ Most of the time ☐ Some of the time ☐ Every so often ☐ Hardly Ever

52. Do you return from lunch on time?

☐ All of the time ☐ Most of the time ☐ Some of the time ☐ Every so often ☐ Hardly Ever

53. On a scale of 1 to 5, how honest are you? 1 being lowest and 5 being highest

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

54. On a scale of 1 to 5, how trustworthy are you? 1 being lowest and 5 being highest

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

55. If your supervisor was to rate your ethical conduct, how would he or she rate you?

☐ Poor ☐ Fair ☐ Good ☐ Very good ☐ Excellent

56. If you were to rate your ethical conduct, how would you rate yourself?

☐ Poor ☐ Fair ☐ Good ☐ Very good ☐ Excellent

Section G (Demographics) - This section requires you to provide some personal information pertaining to you and your employment.

I invite you to place an (x) next to the answer you consider most appropriate:

57). Please indicate your gender:

☐ Male ☐ Female

58). Which of the following age groups are you a part of?

☐ Under 20 ☐ 20-29 ☐ 30-39 ☐ 40-49 ☐ 50-59 ☐ 60 and over

59). Please select the industry in which you are employed

☐ Hospitality ☐ Banking ☐ Insurance ☐ Medical ☐ Retail/wholesale ☐ Transportation ☐ Other _____

60). Please indicate the length of time you were employed in your organization:

☐ 1-5 yrs ☐ 6-10 yrs ☐ 11-15 yrs ☐ 16-20 yrs ☐ 21-25 yrs ☐ 26-30Yrs ☐ over 30 yrs

61). State which level of employee are you:

☐ Executive ☐ Top Management ☐ Middle Management ☐ supervisory ☐ frontline ☐ Clerical ☐ other _____

62). Please indicate your highest level of educational achievement.

☐ High School Diploma ☐ Associates ☐ Bachelor's Degree ☐ Master's Degree

☐ Doctoral Degree

63). Please indicate your annual salary range:

☐ Under \$15,000 ☐ \$15,001 to \$30,000 ☐ \$30,001 to \$45,000 ☐ \$45,001 to \$60,000 ☐ Over \$60,000

.....
Thank you for participating in this survey
.....

Appendix B: College of The Bahamas Questionnaire

TAKE THIS SURVEY:

SECTION A (Supervisor Ethical Leadership) – You will be answering the following questions based on your opinion of your supervisor's ethical leadership behaviour.

Please select the most appropriate answer to the following 3 questions

- 1). I trust my supervisor:
___ Strongly Disagree ___ Disagree ___ Neither Agree Nor Disagree ___ Agree ___ Strongly Agree
- 2). My supervisor makes fair and unbiased decisions:
___ Strongly Disagree ___ Disagree ___ Neither Agree Nor Disagree ___ Agree ___ Strongly Agree
- 3). My supervisor has my best interest in mind:
___ Strongly Disagree ___ Disagree ___ Neither Agree Nor Disagree ___ Agree ___ Strongly Agree

SECTION B (Employee Motivation) – The following questions seek to determine how well your supervisor assists in motivating you as an employee.

Please select the most appropriate answer to the following 5 questions:

- 4). My supervisor encourages employees to develop their careers so they can be promoted:
___ Strongly Disagree ___ Disagree ___ Neither Agree Nor Disagree ___ Agree ___ Strongly Agree
- 5). My supervisor is not loyal to employees within the organisation:
___ Strongly Disagree ___ Disagree ___ Neither Agree Nor Disagree ___ Agree ___ Strongly Agree
- 6). My supervisor uses tact when disciplining employees:
___ Strongly Disagree ___ Disagree ___ Neither Agree Nor Disagree ___ Agree ___ Strongly Agree
- 7). My supervisor provides incentives for doing a good job:
___ Strongly Disagree ___ Disagree ___ Neither Agree Nor Disagree ___ Agree ___ Strongly Agree
- 8). My supervisor helps employees to resolve personal issues:
___ Strongly Disagree ___ Disagree ___ Neither Agree Nor Disagree ___ Agree ___ Strongly Agree

SECTION C (Organisational Commitment) – By answering the following questions you will be stating the degree to which your supervisor helps you to feel committed to the organisation

Please select the most appropriate response to the following 5 questions:

- 9). My supervisor makes it possible for me to enjoy working at my current organisation:
___ Strongly Disagree ___ Disagree ___ Neither Agree Nor Disagree ___ Agree ___ Strongly Agree
- 10). My ethical values and that of my supervisor are similar:
___ Strongly Disagree ___ Disagree ___ Neither Agree Nor Disagree ___ Agree ___ Strongly Agree
- 11). My ethical values and that of the firm are similar:
___ Strongly Disagree ___ Disagree ___ Neither Agree Nor Disagree ___ Agree ___ Strongly Agree
- 12). My supervisor's ethical values and that of the firm are similar:
___ Strongly Disagree ___ Disagree ___ Neither Agree Nor Disagree ___ Agree ___ Strongly Agree
- 13). My supervisor does not inspire me to perform at my very best to achieve the organisation's objectives:
___ Strongly Disagree ___ Disagree ___ Neither Agree Nor Disagree ___ Agree ___ Strongly Agree

SECTION D (Job Performance) – The following 4 questions measures how well you think you perform within your organization based support from your supervisor.

Please select the answer that you feel is most appropriate based on your performance within your company under your direct supervisor:

- 14). My supervisor ensures that I know as much about the job as I possibly can:
___ Strongly Disagree ___ Disagree ___ Neither Agree Nor Disagree ___ Agree ___ Strongly Agree
- 15). My supervisor discusses students' expectations with me on a regular basis:
___ Strongly Disagree ___ Disagree ___ Neither Agree Nor Disagree ___ Agree ___ Strongly Agree
- 16). My supervisor assists me in ensuring that students are satisfied with the level of service I provide:
___ Strongly Disagree ___ Disagree ___ Neither Agree Nor Disagree ___ Agree ___ Strongly Agree
- 17). My supervisor does not provide the necessary tools for me to perform my job:
___ Strongly Disagree ___ Disagree ___ Neither Agree Nor Disagree ___ Agree ___ Strongly Agree

.....

Section E (The following questions are based on the leader-member exchange or working relationship between you and your supervisor)

Please indicate how you would rate the work based relationship between you and your supervisor based on the following questions:

18. Do you usually know how satisfied your supervisor is with what you do at work?

Rarely___ Occasionally___ Sometimes___ Fairly Often___ Very Often___

19. Regardless of how much formal authority he/she has built into his/her position, what are the chances that your supervisor would “bail you out” at his/her expense?

None___ Small___ Moderate___ High___ Very High___

20. How would you characterise your working relationship with your supervisor?

Extremely Ineffective___ Worse than Average___ Average___ Better than Average___
Extremely Effective___

Section G (Demographics) - This section requires you to provide some personal information pertaining to you and your employment.

I invite you to place an (x) next to the answer that is most appropriate:

21). Please indicate your gender:

___ Male ___ Female

22). Which of the following age groups are you a part of?

___ Under 20 ___ 20-29 ___ 30-39 ___ 40-49 ___ 50-59 ___ 60 and over

23). Please select the School of which you are a part of:

___ Business ___ Chemistry Environmental & Life Sciences ___ Communications ___ Hospitality
Management ___ Education ___ English Studies ___ Mathematics, Physics and Technology ___ Nursing
___ Social Sciences

24). Please indicate the length of time you were employed in your organisation:

___ 1-5 yrs ___ 6-10 yrs ___ 11-15 yrs ___ 16-20 yrs ___ 21-25 yrs ___ 26-30Yrs ___ over 30 yrs

25). State which level of employee you are:

___ Senior Management ___ Dean ___ Chair ___ Head of Department ___ Faculty ___ Staff ___
other_____

26). Please indicate your highest level of educational achievement:

___ Bachelor's Degree ___ Master's Degree ___ Doctoral Degree

.....

Thank you for participating in this survey

Appendix C: Participants Consent Form

Committee on Research Ethics

Participant Information Sheet

1. Title of Study

“Follow the Leader: The Cascading Effect of Supervisory Ethical Leadership Behaviour on Employee Motivation, Commitment and Performance: A Bahamian context”.

2. Version Number and Date

v.3.4. July 2013

3. Invitation Paragraph

*You are being asked by **Glenville A. Davis**, a Doctoral student at the University of Liverpool to participate in a research study. Before you decide whether to participate, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and feel free to ask us if you would like more information or if there is anything that you do not understand. Please also feel free to discuss this with your friends, relatives or any other person if you wish. We would like to stress that you do not have to accept this invitation and should only agree to take part only if you want to. If at any time you wish to discontinue taking part in this survey, you may do so at any time without fear of consequence.*

Thank you for taking the time to read the information.

4. What is the purpose of the study?

The purpose of this study is in partial fulfilment of the Doctorate in Business Administration and seeks to find out if Bahamian leaders affect their employees’ motivation, commitment and performance from an ethical stand point. This is in light with the recent series of events in the media that involves unethical conduct by politicians, bank managers and local business leaders.

5. Why have I been chosen to take part?

You have been chosen among four hundred respondents who have worked in the Bahamas and can provide input based on your experience in working with managers/supervisors in the Bahamas.

6. Do I have to take part?

Participation is voluntary and you can withdraw at any time without explanation or consequence.

7. What will happen if I take part?

By taking part in the study, you will be asked a series of questions relating to your experience while working in the Bahamas under the leadership of a local manager/supervisor(s). The research will be conducted by Glenville Davis via survey monkey. The questionnaire will be emailed to you in electronic form and will require you to give appropriate responses. There will be no mention of names or companies. The information will be held strictly confidential and will be used to make general conclusions. The survey will be conducted over a one month period and **will take approximately 15 to 20 minutes to complete.**

8. Expenses and / or payments

There will be no payment involved for taking part in the study.

9. Are there any risks in taking part?

There is no obvious risk involved in taking part in the survey. However, if at any time you feel uncomfortable or unwilling to answer a question, you have the right to discontinue the survey.

10. Are there any benefits in taking part?

There are no direct benefits involved in taking part in this survey other than the fact that your responses will be used to provide important information that will assist the author in doing research and the result will benefit the Bahamas in the area of management studies.

11. What if I am unhappy or if there is a problem?

"If you are unhappy, or if there is a problem, please feel free to let us know by contacting [Principal Investigator, Glenville Davis at 242-556-4672] and we will try to help. If you remain unhappy or have a complaint which you feel you cannot come to us with then you should contact the Research Governance Officer at ethics@liv.ac.uk. When contacting the Research Governance Officer, please provide details of the name or description of the study (so that it can be identified), the researcher(s) involved, and the details of the complaint you wish to make."

12. Will my participation be kept confidential?

Your responses will be kept confidential and will only be used to gather general information on the topic. The general data will be stored on a password coded computer and flash drive for a period of 18 months after which the information will be deleted permanently from the devices. Also the collected data and results will be used to provide general information that will be stored in The College of the Bahamas library for the public to review.

Disclosure of criminal activity

The research does not seek to identify criminal activities and the questions are not designed to detect such activities.

13. What will happen to the results of the study?

The results of the survey will be made public as it will be posted in the College of the Bahamas library for the public to view. The results will also be discussed at a major conference and possibly in the Bahamas Chamber of Commerce Conclave.

14. What will happen if I want to stop taking part?

Should you decide to withdraw from the study and not participate, you are free to do so without explanation. There will be no consequence as a result of your withdrawal.

15. Who can I contact if I have further questions?

If you require additional information, please feel free to contact:

Glenville A. Davis

Telephone: 556-4672

Email: glenndavis45@hotmail.com

16. OPTIONAL SECTION - Criminal Records Bureau check (CRB)

Not applicable.

Finally

Duty of care to research participants

As there are no immediate risks to the participants, the researcher takes this time to thank you for volunteering to take part in the study and remind participants that your contribution is confidential and will not identify you or your companies in any way.

Appendix D: Proposed Ethics Course

Professional Ethics in Academia

Course Outline

Developed by: G. A. Davis, Assistant Professor

Course Description:

This course/seminar is designed for Faculty and staff within the College of The Bahamas. The aim of the course/seminar is to build ethical awareness among employees at the College. In this course/seminar employees learn about professional ethics and its impact on the academic community and the Country at large.

Mode of Delivery:

The course will be offered face to face.

Requirements:

All faculty and staff.

Course objectives:

Upon successful completion of this course/seminar employees will be able to:

1. Understand the importance of ethics.
2. Examine the philosophical approaches to ethics.
3. Identify ways to improve ethics in the institution.
4. Explore options of dealing with ethical dilemmas.
5. Evaluate ethical deficiencies within the organization and make recommendation(s).
6. Deploy sound ethical judgment and decision-making.
7. Assess the components and stages of the individual moral development.



COURSE CONTENT

Module 1	
I.	What is Ethics?
A.	Importance of ethics
B.	Identify ethical values
C.	Stages of moral development
D.	Ethical philosophies
E.	Code of professional ethics
Module 2	
II.	Decision Making Model
A.	Identifying issues
B.	Creating solutions
C.	Implementing course of action
D.	Gathering feedback
Module 3	
III.	Ethical Dilemmas
A.	Avoiding pitfalls
B.	Making the right decisions
C.	Dealing with
i.	Management
ii.	Colleagues
iii.	Students
iv.	Other stakeholders

Module 4
IV. Creating Action Plan for Ethics (CAPE)
A. What am I doing well?
B. Which areas can I improve?
C. Do I have the required resources?
D. Who can I count on to assist?

Suggested Readings:

Haenicke, D. (2000). *Ethics in academia. Center for the study of ethics in society paper*. Vol. 13 (1), pp. 11-19.

MacFarlane, B. (2016). *Researching with integrity: The ethics of academic inquiry*. NY: Routledge.

Websites:

www.academia.edu
www.appe.indiana.edu
www.globalethics.org

Appendix E: Approval to Present Ethics Course

Glenville Davis

Reply all

Thu 8/3, 4:03 PM

Felicia Armbrister;

Linda A. Davis;

Pandora Johnson;

Bridget Hogg;

Denece Mackey;

Jamilah Thompson;

Lottis L. Shearer

Sent Items

Noted with thanks.

G Davis

From: Felicia Armbrister

Sent: Thursday, August 3, 2017 2:00:04 PM

To: Glenville Davis

Cc: Linda A. Davis; Pandora Johnson; Bridget Hogg; Denece Mackey; Jamilah Thompson; Lottis L. Shearer

Subject: Facilitator for Lunch and Learn Table Topics

Dear Glenville Davis,

Thank you for agreeing to serve as a facilitator for Faculty Seminar on Thursday, August 17th. You will lead the discussion for half of the participants on "Ethics in Academia". There will be 16 tables of 10 participants.

Best regards,

Faculty Seminar Committee

Appendix F: Buy-in From Management (The Dean School of Business)

RE: Annual Faculty Seminar 2016
DELETEREPLYREPLY ALLFORWARD
Mark as unread

Remelda Moxey

Wed 7/13/2016 1:14 AM

To:

Glenville Davis;
Carlton Watson;

Cc:

Pandora Johnson;

You replied on 7/13/2016 10:24 AM.

Dear Mr. Davis

How long do you anticipate your presentation would take.

In addressing such a topic I was hoping to see your dealing with such areas as holding classes for the approved time periods established by the College.

Student engagement.

Teaching versus wasting classroom time.

Teaching in accordance with approved Course Outline.

Adherence to Assessment

Grading

Cross moderation engagement process.

I believe it is a timely topic that needs to be addressed in an open honest and forthright manner.

I am copying Dr. Carlton Watson, Chair of this year's committee for his approval.

Best.

Remelda

Sent from Samsung Mobile

----- Original message -----

From: Glenville Davis

Date:07/12/2016 6:02 AM (GMT-05:00)

To: Remelda Moxey

Cc: Pandora Johnson

Subject: Annual Faculty Seminar 2016

Hello Dean Moxey,

Trust all is well with you. I write in reference to the captioned. I would like the opportunity to be a part of the program for this year's seminar. In writing my thesis I have developed a course on ethics for academia and would love the opportunity to present it at the seminar.

I have noticed that ethics is mostly introduced when dealing with cheating and plagiarism among students. I would love the opportunity to reiterate good ethical practice among faculty in line with our motto: "knowledge, truth, integrity".

I am attaching a sample of the proposed outline of the material for your perusal.

I look forward to your response.

Kind regards

Glen Davis

Appendix G: Research Ethics Approval

Research ethics authorization

Ellwood, Paul

10/16/15

[Documents](#)

To: Glenn Davis, Ellwood, Paul, glen.davis@online.liverpool.ac.uk Cc: jim.hanly@online.liverpool.ac.uk, Evangelia Katsikea, Pascale Hardy, Lucia uk>, Clare Rigg, McCrann, Tracy



Outlook.com [Active View](#)

1 attachment (51.9 KB)



[Download as zip](#)
[Save to OneDrive](#)

Dear Glen

I am writing to you on behalf of the DBA Research Ethics Committee. Following the review of your revised application today, I am pleased to confirm that you have obtained research ethics approval for your work. By copy of this email I invite your Doctoral Thesis Supervisor – Dr. Hanly to complete the associated section in the grade center of your Thesis BB class (please, see attached file with guidelines to complete the process, and if you have any questions do let me know).

My best wishes for an interesting and successful DBA research project.

Kind Regards

Paul

Dr. Paul Ellwood
University of Liverpool Management School

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[English \(United States\)](#)

Appendix H: Personal Development Plan

Name: Glenville Davis

Date: 15th January 2018

GOAL #	DEVELOPMENT GOAL	STRATEGIES TO ACCOMPLISH EACH GOAL	METRICS	TIME LINE
1	Complete DBA	Complete Revision of thesis document	Successfully competing degree requirements	July 2017 to July 2018
2	Conduct a qualitative research in another organization	Approach the Bahamas National Trust to do a survey on training and employee commitment	Surveying employees and providing feedback using thematic analysis	March 2018 To June 2018
3	Conduct a qualitative research on the effect of Training on employee outcomes	Partner with members of Corporate Bahamas to conduct research within their entity to provide more data for The Bahamas	Completion of each stage of the research process	September 2018 to August 2019
4	Serve as a dissertation supervisor to MBA and DBA Students	Approach University of Liverpool to become a part of their adjunct team	Number of students supervised	Starting Sept 2019

G.A. Davis

Employee Signature

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